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ABSTRACT

This document presents the results of the investigation of the President's Commission on the Status of Faculty Women at Indiana State University. The study indicates that discrimination in varying degrees does exist on the Indiana State University campus, a condition that has been declared unconstitutional by the Federal government. Recommendations are made to alleviate discriminatory practices at the institution. Among these recommendations are the following: (1) the university shall reassert its support of the Civil Rights Act, declaring that it shall not discriminate against persons on the basis of sex or marital status in hiring, promotion, tenure, salary, or in any other area; (2) the President shall require departments or schools with few or no women to examine the national degree lists and actively seek qualified women when appropriate; (3) the administration should conduct periodic checks to see where women remain in rank longer than men in the departments and then examine the procedures and seek explanations to prove that discrimination is not at work in those departments; and (4) the university shall take immediate steps to remedy salary differentials that exist for women presently on the faculty when the salaries of women suffer by comparison with those of men with equal training, comparable contributions to the university, and length of service. (Author/HS)

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The Status of Faculty Women

at

Indiana State University

A Survey - August, 1972

by the

President's Commission

on the Status

of Faculty Women

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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Wynnie Ford, Secretary
Howard Black
Byron Brown
Glen Brown
Frank Jerse
Mildred Lemen
Janet McCarthy
Margaret Rowe
Gladys Taylor

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RECOMMENDATIONS

The President's Commission on the Status of Faculty Women at Indiana State University completed its study in July, 1972, and herewith presents the results of its investigation, thanking the administrative officers (particularly Vice President Hardaway), the faculty, and assorted offices of the University for their cooperation. The study indicates that discrimination in varying degrees does exist on the Indiana State University campus, and the Commission thus recommends that the following points be considered by President Rankin:

I. Policy

A. The University shall re-assert its support of the Civil Rights Act, declaring that it shall not discriminate against persons on the basis of sex or marital status in hiring, promotion, tenure, salary, or in any other area, unless it is in violation of the University nepotisim policy.

B. The President should appoint a person from his staff or from the faculty who has the trust of the faculty and an interest in the problems of women, a person with free access to the President and all university personnel and the authority to function as an affirmative action person, to shepherd the recommendations in this report, and to conduct an annual review of the status of faculty women on the University campus. This person's appointment, the duties and responsibilities of the office, the extent of authority in the position, and the accessibility of the individual to all concerned parties should be announced formally to all faculty members, and especially to all faculty women, to be frequently and widely publicised thereafter.

C. The University should impose appropriate sanctions upon personnel who are found to discriminate against persons on the basis of sex.

D. The administration and faculty should bear in mind the desirability of more nearly reflecting the percentage of women in the student body in the percentage of women on the faculty and in the administration. Since 50 percent of our students are women, some assurance needs to be given to them by example that women can function effectively and with responsible professional panache in our academic society.

E. The Governor of the State of Indiana shall be requested to appoint more women to the Board of Trustees as vacancies arise.

II. Hiring

A. The President shall require departments or schools with few or no women to examine the national degree lists and actively seek qualified women where appropriate. The chief administrative officers shall require proof that such academic units have actively sought and been unable to find qualified women before authorizing the hiring of men to fill vacancies in the departments. The process should continue until the ratio of women to men in these departments somewhat reflects the national degree norms.

B. Departments and schools should make statements about our policy in their recruiting activities to assure qualified women of our serious intent.

C. All departments shall show that they have sought applicants for their openings without indicating sex bias.

D. If after a period of time, offending departments offer excuses rather than results, the University should consider inaugurating a central personnel department which could fill vacancies (with, or in the hard core cases without, approval of department heads and/or their faculty). The administration should publish guidelines which would bring about written reports on means, methods, and manners utilized.

E. The administration should require justification from department chairmen if women who <u>are</u> hired are frequently broughtin at the lowest ranks or at ranks lower than those they held at previous institutions.

III. <u>Tenure</u>

A. A faculty committee within each department(when practical), school, and college, should systematically review the performance of all untenured faculty, thereby protecting the untenured faculty and at the same time protecting the administration from charges of discriminatory tenure decisions.

B. The administration should seek responsible faculty participation in determining prior experience credited to new faculty members and insure that the credits be uniformly administered throughout the University.

C. Tenure requirements shall be uniformly applied to all women and men, with each affected faculty member informed of his status each year.

IV. <u>Promotion</u>

A. The administration should conduct periodic checks to see where women remain in rank longer than men in the same departments and then examine the procedures and seek explanations to prove that discrimination is not at work in those departments.

B. The All-University Promotions Committee should conduct a routine check of persons who have not been recommended for promotion after a set period of time, paying particular attention in the case of women to assessing the possibility of discrimination on the basis of sex.

V. Leaves

A. Women should be encouraged by their chairmen to apply for research grants and pursue professional growth in every way.

B. A definite policy should be developed concerning maternity leaves rather than assume that such leaves are covered by interpretation or implication. Leave of absence without pay but without loss of position, or sick leave provision, should be clearly stated along with a time limit.

VI. Salaries

A. The University shall take immediate steps to remedy salary differentials that exist for women presently on the faculty, where a department-by-department study shows that the salaries of women suffer by comparison with those of men with equal training, comparable contributions to the University, and length of service. Money for the equalizing of salaries should not come from the general salary budget at the expense of the men. Once salaries have been equalized, periodic checks by the office of the Vice President for Academic Affairs should see that such inequities do not recur within departments that have been isolated as special offenders.

B. The administration should strongly consider the attitudes of the faculty about salaries and fairness of distribution as expressed on the survey, at the same time studying with great care the effects of the lack of a salary schedule on women's salaries as shown in this report (cf. salaries at Ball State and Indiana State.)

C. A year-by-year survey of the salaries of married faculty and single faculty a la Table XXIV should be made to determine whether or not sex and marital state are salary determinants rather than performance and ability.

VII. Teaching Assignments and Work Load

A. The proper authority should conduct a careful study to see whether some departments regularly assign heavier teaching loads, less desirable teaching hours, and burdensome departmental responsibilities to women rather than to equally or less qualified men and move to correct such inequities.

B. Women should be given equal consideration with men for summer school tea hing, the only criteria being training and competence, not sex. A study of summer school assignments should determine which departments regularly assign women fewer hours of teaching when salary is dependent on hours taught and such a practice where consistently shown to exist should be eliminated.

VIII. Committee Assignments

A. Those persons responsible for making committee assignments should try to reflect the proportions of women on the faculty on committees where possible, not as tokenism but where they can make significant contributions to the University.

B. The proper authorities should make a continuing study of the role of women on committees that function on a university-wide level.

IX. Administrative Responsibilities

A. Continuing and immediate efforts should be made to increase the number of women in faculty-administrative posts as vacancies occur. Each case and each applicant should be examined individually and the decision made on strictly professional bases.

B. A prompt and careful study of the comparative salaries of women in administration with those of men should be conducted to prove or disprove the charges made to HEW by WEAL. If salary discrepancies attributable to discrimination exist, they should be eliminated immediately.

X. Part-time Employees

A. Provisions should be made to treat the part-time faculty consistently and with consideration. The University should investigate the possibility of fringe benefits for such faculty and implement them as fully as practicable.

B. The University should clarify its position on one-year appointments and define adjunct appointments.

XI. Faculty Spouses

A. Every faculty member should be treated as an individual and judged solely on his own merits and qualifications, not as an appendage to his or her spouse in any way. Salaries, promotions, teaching assignments, and faculty responsibilities should be independently handled and professionally executed.

B. Credentials of a faculty spouse should be given the same consideration as those of any other applicant, the judgment to be based solely on the qualifications of the individual.

XII. Other Recommendations

A. The University shall explore the possibility of a government grant to help the institution increase the participation of women at all levels of the University and to include an inventory of the campus community to discover what resources of trained women may be available for appointment or promotion to administrative post.

B. After studying and evaluating this report, President Rankin should implement the recommendations, making the findings of the Commission known to all chairmen and to any other groups that he deems appropriate.

INTRODUCTION

Women now constitute 52 percent of the population of the United States and 40 percent of the working force. Projections indicate that by 1990, women will comprise 55 percent of our population. Currently, women's groups are advocating an Equal Rights Amendment to the Consititution:

> Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex.

Impetus to the movement came from Executive Order 11246 issued by President Johnson in 1964. It forbade discrimination by all federal contractors because of race, color, religion, or national origin. Amendment of this was effected by Executive Order 11375, signed on October 13, 1967, which expanded the concept to include discrimination based on sex. Since then, WEAL (Women's Equity Action League) and other women's groups have filed more than 350 formal charges of sex discrimination, more complaints than have filed by all other minority groups combined, most of them against educational institutions.

Some people argue that women are not truly second class citizens in the academic world, but those who do so need only to look carefully at any given institution of higher learning to risk being disabused of such illusions. In February, 1972, Alan Pifer, president of Carnegie Corporation and former head of the Institute of International Education, spoke eloquently about the inequities women face on American campuses. He pointed out that the situation today is worse than it was forty years ago when almost half of all undergraduates, compared with today's 38 percent were women, when women earned 28 percent of all doctorates compared with 13 percent today, and when women accounted for 28 percent of all college teachers against their present proportion of 20 percent (U. S. Office of Education). Those women who <u>do</u> teach mostly staff the smaller colleges or those of lower prestige, or they tend to hold lower posts at front-rank colleges. He further emphasized that this is part of a cultural pattern:

> The enormous force of the pervasive cultural context which determines the development of women in American life has, of course, a direct bearing on their participation in higher education. It blunts their motivation to aspire to high intellectual and professional achievement, accustoms them to have low expectations of themselves, and in the process offers to men the very evidence of female inferiority which the male ego finds so necessary to sustain itself.

On March 20, 1972, <u>Time</u> pointed out that only one percent of college presidents are women, nearly all of them at Catholic institutions. Women serve as presidents of only three junior colleges in the nation. On college faculties in 1970, women made up approximately 20 percent of 533,000 faculty members, comprising 33 percent of the instructors, 20 percent of the assistant professors, 15 percent of the associate professors, and 9 percent of the full professors. <u>Time</u> also reported that educational achievement does not lead to equal income, at some institutions the differential between men and women of equal training and experience being

between 20 percent and 40 percent. In point of fact, this is clearly borne out by the discouraging report that the American Council on Education, a private research group, issued, showing that only two years ago, 63 percent of faculty women were paid less than $10,000 a year while only 28 percent of faculty men earned less than that. Despite this fact, between 1965 and 1970, while the total number of doctorates earned increased 63.8 percent, the increase among men was only 60.6 percent compared with 87.9 percent amont women, or 14,897.

Aware of the growth of interest in the role of women on campus, President Alan C. Rankin met with his newly formed Commission on the Status of Faculty Women on March 15, 1971, and charged it with making a thorough investigation of the status of faculty women at Indiana State University, considering all points of view and specific faculty concerns. The ten-member Commission, jointly appointed by the Faculty Senate and President Rankin, was composed of Howard Black, Byron Brown, Glen Brown, Julia Curtis, Wynnie Ford, Effie Hunt, Frank Jerse, Mildred Lemen, Margaret Rowe, and Gladys Taylor. An eleventh member, Janet Mc Carthy, was appointed by President Rankin in response to a request for a representative of the faculty women whose husbands are also on the Indiana State University faculty. Vice President Hardaway, whose 1970-71 study "The Status of Women on the Faculty of Indiana State University" (Appendix I) was distributed to the Commission members for their study, was assigned to the Commission as a resource person. President Rankin proposed various areas of possible investigation:

Equity of salaries
Membership on committees
Promotions, leaves, benefits, etc.
Women in administrative positions
Reasonable balance of staff in academic departments
Other factors deemed pertinent by the Commission

The Commission set to work, supported by President Rankin's strong statement in his annual address to the faculty on the State of the University on May 26, 1971, publicly declaring his desire for a thorough and impartial study of the status of faculty women. Voluminous material was gathered systematically, including some from the faculty by a questionnaire (Appendix II), accompanied by a cover letter from President Rankin and an invitation from the chairman of the Commission to send privileged comments to the Commission under separate cover. Statistics for the study came from Vice President Hardaway's office both on request and voluntarily. In October the Commission handed President Rankin a progress report (Appendix III).

On November 29, 1971, Margaret Gates of WEAL, in a letter to Elliot Richardson, Secretary of the Department of Health, Education and Welfare, accused Indiana State University of sex discrimination. On December 14, 1971, President Rankin, with the concurrence of James R. Bash, Chairman of the Faculty Senate, and Effie Hunt, Chairman of the Commission, invited HEW to visit Indiana State University to examine the validity or falsity of the charges made. On February 2, 1972, an official of HEW acknowledged receipt of President Rankin's invitation, but to date the visit has not been forthcoming. The following is the report of the Commission together with its recommendations, albeit too long delayed because of the frailties of the Commission chairman, to whom the subcommittee chairmen submitted their reports in December, 1971.

Women Faculty and Students at Indiana State University

Margaret Peterson, Assistant Dean of Arts and Sciences at Indiana University and Chairman of Committee W of AAUP for the State of Indiana, in May, 1972, completed a study entitled "Sex Discrimination in Indiana's Colleges and Universities: A Survey." She found no evidence of discrimination in the admission policies of the state-supported universities, but there were some interesting discrepancies that possibly could be indicative of sex discrimination on the faculties at the state-supported schools:

TABLE I
Comparison of Men and Women Faculty in the Four State Universities, Spring, 1972

	Men	Women	Total	Percentage of Women
State-supported Universities (IU, ISU, Ball State, Purdue)				
Professor	1474	116	1590	7%
Associate Professor	1349	198	1547	13%
Assistant Professor	1709	437	2146	20%
Instructor	335	306	641	48%
Totals	4867	1057	5924	18%

Ball State University and Indiana State University are more comparable with each other than they are with Indiana University and Purdue. The comparative percentages of women on the staff in the various ranks of Ball State and ISU (Indiana State University figures omit Evansville and the Laboratory School to form the same base as that of Ball State) are shown in Table II.

TABLE II
Comparison of Men and Women Faculty at ISU and BSU, Spring, 1972

	Ball State			Indiana State		
	Men	Women	Percentage of Women	Men	Women	Percentage of Women
Professor	125	26	17%	134	16	10.7%
Assoc. Professor	131	29	18%	157	27	14.7%
Asst. Professor	227	67	23%	198	50	20.2%
Instructor	54	55	50%	79	52	39.7%

When Evansville and the Laboratory School faculties are included in the Indiana State figures, the percentages of women in each rank are 11 percent, 15 percent, 23 percent, and 46 percent, still below those for Ball State. Without the Laboratory School and Evansville faculties, women make up 20 percent of the Indiana State faculty. When they are included, women comprise 24 percent of the faculty, compared with 25 percent at Ball State.

How did Indiana State reach its present faculty percentages? A rough analysis of faculty women employed at Indiana State University over a forty-year period, based partly on data compiled by Dr. Hardaway and partly from college catalogues, shows some interesting trends. As far as possible, an attempt has been made to duplicate the criteria employed in the Hardaway Report (Appendix I, page 2), but some variance is unavoidable. The figures closely approximate the picture given in the catalogues, however.

TABLE III
Percentage of Faculty Women at ISU From 1930 to 1971

1930 Of a total faculty of 81, 28 were women 34%

	Men	Women	% Women
Professor	27	5	15.6%
Associate	12	2	14.3%
Assistant	9	15	62.5%
Instructor	5	6	54.5%

1935 Of a total faculty of 93, 41 were women 44%

	Men	Women	% Women
Professor	29	9	23.7%
Associate	5	4	44.4%
Assistant	13	14	51.9%
Instructor	5	14	73.7%

1940 Of a total faculty of 111, 53 were women 47%

	Men	Women	% Women
Professor	28	9	24.3%
Associate	12	12	50.0%
Assistant	17	10	37.0%
Instructor	7	22	75.9%

1945 Of a total faculty of 114, 56 were women 49%

	Men	Women	% Women
Professor	17	11	39.3%
Associate	11	10	47.6%
Assistant	16	8	33.3%
Instructor	14	27	65.9%

1950 Of a total faculty of 141, 65 were women 46%

	Men	Women	% Women
Professor	21	10	32.3%
Associate	19	15	44.1%
Assistant	21	20	48.8%
Instructor	15	20	57.4%

1955 Of a total faculty of 147, 66 were women 42%

	Men	Women	% Women
Professor	27	6	18.2%
Associate	21	14	40.0%
Assistant	24	28	53.8%
Instructor	12	18	60.0%

1960 Of a total faculty of 239, 65 were women 27%

	Men	Women	% Women
Professor	45	6	11.8%
Associate	43	16	27.1%
Assistant	67	25	27.2%
Instructor	19	18	48.6%

1965 Of a total faculty of 472, 115 were women . . . 24.3%

	Men	Women	% Women
Professor	84	12	12.5%
Associate	100	19	16.0%
Assistant	124	43	25.1%
Instructor	49	41	45.6%

1970 Of a total faculty of 753, 189 were women . . . 25%

	Men	Women	% Women
Professor	120	13	9.8%
Associate	147	27	15.5%
Assistant	192	61	24.1%
Instructor	105	88	45.6%

1971 Of a total faculty of 776, 184 were women . . . 23%

	Men	Women	% Women
Professor	136	16	10.6%
Associate	158	28	15.1%
Assistant	204	64	23.9%
Instructor	94	76	47.5%

During the 1930's, the percentage of women climbed steadily, reaching a peak of 49 percent in 1945. For twenty years after World War II and the return of veterans to school and the labor force, the number of women remained fairly constant on the ISU faculty while the percentage declined. Stated statistically, between 1945 when 49 percent of the faculty were women and 1960 when 27 percent were women, there was a 22 percent drop, with the greatest drop of 15 percent occurring between 1955 and 1960. Since then, a decrease has been consistent. Obviously, with more women in the labor pool (see U. S. statistics), the trend can and should be halted and reversed. Last spring women gained slightly through promotions, with improved percentile representation in the two upper ranks. (See Tables IV, IV-B, and IV-C). The intersecting patterns show the changing distribution of women through the ranks during the past forty years. It is obvious that the improvement of 1971 was tenuous and fragile since it has been offset by the promotions patterns in the spring of 1970 (see Tables XIII and XIV and by the fact that there are two percent fewer women on campus this year than last (see Table IV-C). A

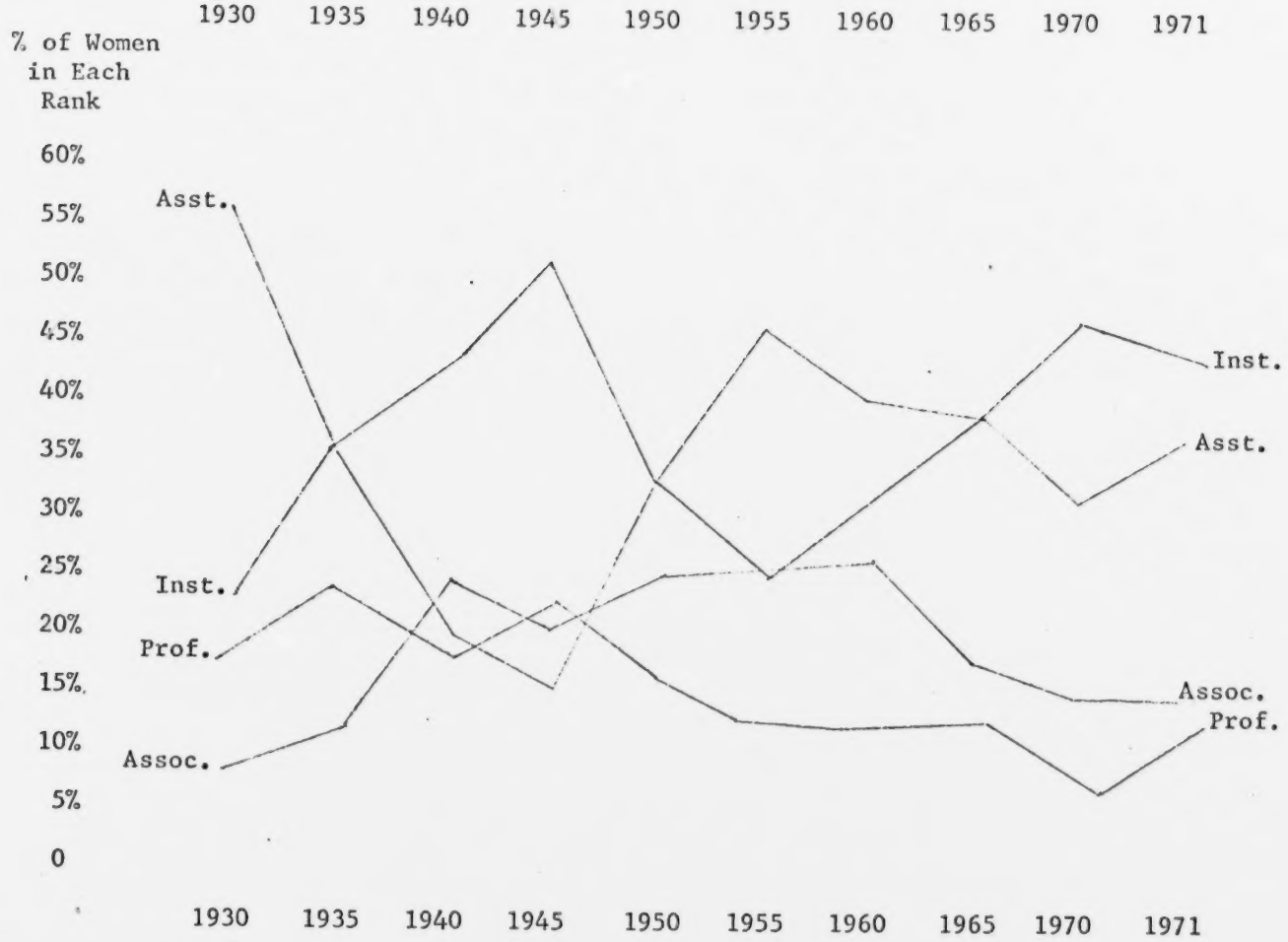
coeducational institution cannot afford to be lax in recruiting qualified women faculty, increasing their proportionate number on the campus, and ensuring their advancement through the ranks at a rate equal to that of men and with a comparable salary.

Tables V and VI analyze the faculty of Indiana State University on the basis of rank, sex, and type of assignment for the 1971-72 academic year. When those two tables are compared with Table II of the Hardaway Report (Appendix I, pp. 4-5), one notices several changes. A comparison of the 1970-71 faculty assignments (excluding Evansville) with the 1971-72 assignments appears in Table VII.

As the percentage of women on the faculty has tended to stabilize somewhat over the past seven years (Appendix I, Table I), so have the percentage of undergraduate women, but at 45 percent rather than at 22 percent (Table VIII). The element of quality has been ignored in the quantitative basis used in Table VIII, however. A study by Dr. Osmon of the Student Administrative Services shows that included in that 45 percent of the student body are most of the better students. For instance, 75 percent of the freshmen women enter college with higher high school grades than those of their male counterparts. Moreover, 45 percent of the women who enter the University stay on for degrees in contrast to 40 percent of the men. Eventually 60 percent of the women who enter proceed to degrees as against 50 percent of the men. Examination of the dean's lists at any particular semester or a look at the overall GPA's confirm what is obvious at Honors Day and on graduation day--that academic honors frequently go to the women students. In the School of Graduate Studies, women comprise nearly one half of the student body. The small number of women on the graduate faculty in the University offers them little encouragement by example to continue toward their doctorates, even in the fields traditionally designated as "female fields," particularly if they hope for probable recognition and advancement in careers commensurate with the effort and expense of energy involved in seeking terminal degrees. More women on the faculty would offer more incentive to women students to seek intellectual growth and the full development of their potential. The American Association of University Women advocates a faculty that reflects the male-female ratio in the student body.

TABLE IV-A

The Percentage of Women in Each Rank from 1930-1971



The Percentages of Men and Women in Each Rank from 1930-1971

	Professor		Associate Professor		Assistant Professor		Instructor	
	M	W	M	W	M	W	M	W
1930	51%	17%	23%	7%	17%	54%	9%	22%
1935	56%	22%	10%	10%	25%	34%	9%	34%
1940	38%	17%	21%	23%	29%	19%	12%	41%
1945	29%	20%	19%	18%	28%	14%	24%	48%
1950	28%	15%	25%	23%	28%	31%	19%	31%
1955	32%	9%	25%	23%	29%	45%	14%	23%
1960	26%	9%	25%	25%	38%	38%	11%	28%
1965	24%	10%	28%	17%	35%	37%	13%	36%
1970	21%	7%	26%	14%	34%	32%	19%	47%
1971	23%	9%	27%	15%	34%	35%	16%	41%
Total	33%	14%	22%	18%	30%	34%	15%	35%

TABLE IV-B

The Percentage of Men in Each Rank from 1930-1971

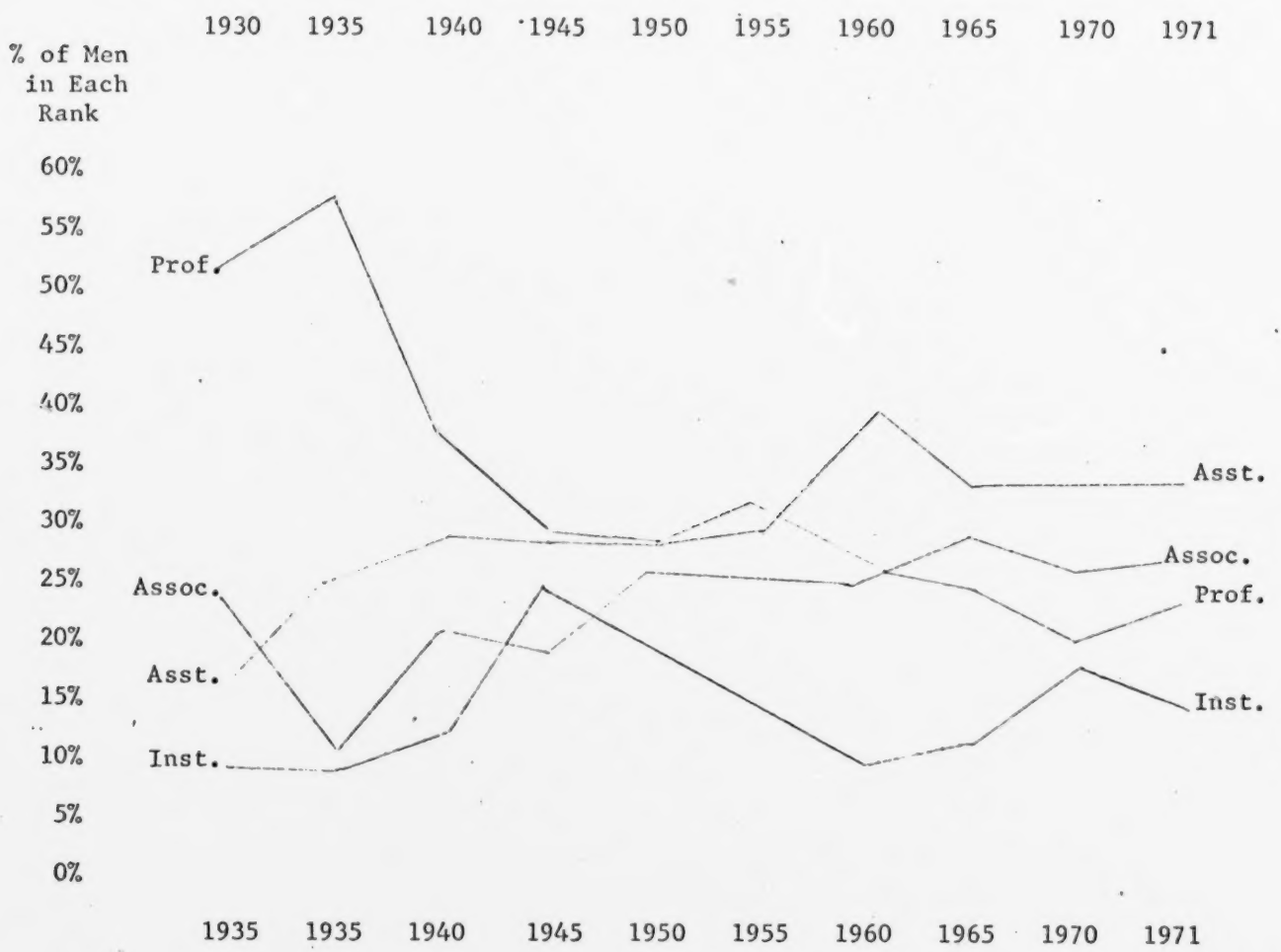


TABLE IV-C

The Percentage of Women on the Faculty 1930-1971

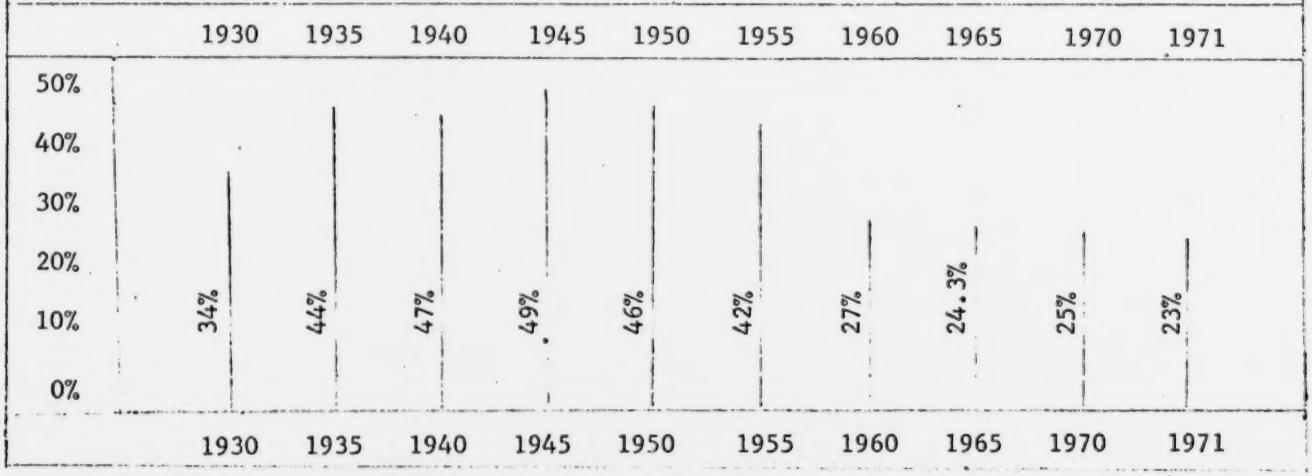


TABLE V

Analysis of Faculty*
of Indiana State University
on the Basis of
Rank, Sex, and Type of Assignment
1971-72 Academic Year

CLASSIFICATION AND/OR TYPE OF ASSIGNMENT	MALE					FEMALE					GRAND TOTAL	Per Cent	
	Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Total	Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Total		Male	Female
All Full-time Faculty including Evansville, Laboratory School and Temporary	138	173	231	104	646	16	31	68	88	203	849	76.1	23.9
Full-time, Regular University Faculty-Terre Haute	133	157	191	51	532	16	27	46	29	118	650	81.8	18.2
Laboratory School Faculty													
Regular, Full-time	2	1	6	10	19	0	1	14	19	34	53	35.8	64.2
Temporary	0	0	0	5	5	0	0	0	5	10	10	50.0	50.0
Total	2	1	6	15	24	0	1	14	24	39	63	38.1	61.9
University, one-year (Temporary) Terre Haute	1	0	7	28	36	0	0	4	23	27	63	57.1	42.8
Evansville Campus	2	15	27	10	54	0	3	4	12	19	73	74.0	26.0

* Excludes Coaches on Contract and Faculty on Fiscal Year Salary Base

TABLE VI

Number and Per Cent of Full-time I.S.U. Faculty
By Sex and Rank in Departments and Schools
1971-72

SCHOOL OR COLLEGE AND DEPARTMENT	Male				Female				Total by Sex		Per Cent by Sex		Total
	Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Prof.	Assoc. Prof.	Asst. Prof.	Instr.	M	F	M	F	
COLLEGE OF ARTS AND SCIENCES													
Anthropology	1	3				1	1		4	2	67	33	6
Art	2	4	8	2					16	0	100		16
Chemistry	6	3	5						14	0	100		14
Economics	6	3	5	2		1			16	1	94	6	17
English	14	15	19	17	1	3	5	10	65	19	77	23	84
Foreign Language	3	1	9	3		1	3		16	4	80	20	20
Geography and Geology	8	6	8			1			22	1	96	4	23
History	5	5	10	1					21	0	100		21
Home Economics		1	2		3	4	5	7	3	19	14	86	22
Humanities	2	3	2	1	1		2		8	3	73	27	11
Library Science		2	1			2	1		3	3	50	50	6
Life Sciences	13	6	6			1		3	25	4	86	14	29
Mathematics	[illegible]	[illegible]	[illegible]	11				3	26	3	90	10	29
Music	5	7	11	7	2	1	2	4	30	9	77	23	39
Philosophy	3	2	4						9	0	100		9
Physics	4	6	4	3					17	0	100		17
Political Science	6	6	2	6			1		20	1	95	5	21
Psychology	4	6	4						14	0	100		14
Science Teaching Center	1		4			1			5	1	83	17	6
Social Science Educ. Center	1		3						4	0	100		4
Sociology, Crim. and Social Work	5	8	5	2			2	1	20	3	87	13	23
Speech	4	4	6	6	1	1	4	5	20	11	65	35	31
Sub Total	95	99	123	61	8	17	26	33	378	84	82	18	462

TABLE VI, Continued

SCHOOL OR COLLEGE AND DEPARTMENT	Male				Female				Total by Sex		Per Cent by Sex		Total
	Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Prof.	Assoc. Prof.	Asst. Prof.	Inst.	M	F	M	F	
SCHOOL OF BUSINESS													
Accounting	1	1	1	2		1		1	5	2	71	29	7
Business & Distributive Educ.	3	1	2			3	3	2	6	8	43	57	14
Management and Finance	2	3	6	3			1		14	1	93	7	15
Marketing	1	2	2	2					7	0	100		7
Sub Total	7	7	11	7		4	4	3	32	11	74	26	43
SCHOOL OF EDUCATION													
Education	11	13	10		1		1	1	34	2	94	6	36
Educational Psychology	1	2	4		1		1		7	2	78	22	9
Special Education	3	5	2	1	1		1		11	2	85	15	13
Elementary Education	4	10	3	1	2	3	3	2	18	10	64	36	28
Division of Teaching	3	1	7	1	1				12	1	92	8	13
Laboratory School	2	1	6	15		1	14	24	24	39	38	62	63
Sub Total	24	32	32	18	5	4	20	27	106	56	65	35	162
SCHOOL OF H.P.E.R.													
Health and Safety	2	1	6	1					10		100		10
Men's Physical Education	2	5	14	10					31		100		31
Recreation	1	1	3	1					6		100		6
Women's Physical Education					3	2	7	8		20		100	20
Sub Total	5	7	23	12	3	2	7	8	47	20	70	30	67
SCHOOL OF NURSING													
Sub Total						1	7	5		13		100	13

TABLE VI, Continued

SCHOOL OR COLLEGE AND DEPARTMENT	Male				Female				Total by Sex		Per Cent by Sex		Total
	Prof.	Assoc. Prof.	Asst. Prof.	Inst.	Prof.	Assoc. Prof.	Asst. Prof.	Inst.	M	F	M	F	
SCHOOL OF TECHNOLOGY													
Industrial Arts	2	1	4	1					8		100		8
Industrial Professional	1	2							3		100		3
Industrial Technology	2	8	11	1					22		100		22
Vocational-Technical Education	2	3	3	1					9		100		9
Aero-Space		1	1	1					3		100		3
Sub Total	7	15	19	4					45		100		45
EVANSVILLE CAMPUS													
Sub Total	2	15	27	10		3	4	12	54	19	74	26	73
GRAND TOTAL	140	175	235	112	16	31	68	88	662	203	76.5	23.5	865

TABLE VII

Analysis of Faculty of ISU on the Basis of Rank, Sex, and Type of Assignment for the 1971-72 Academic Year

a.	The number of male professors increased by	16
	The number of female professors increased by	3
b.	The number of male associate professors increased by	11
	The number of female associate professors increased by	1
c.	The number of male assistant professors increased by	0
	The number of female assistant professors increased by	1
d.	The number of male instructors decreased by	7
	The number of female instructors decreased by	12
e.	Percentage of women who hold instructor's rank was	41.3%
	Percentage of men who hold instructors' rank was	16.8%
f.	Percentage of women who hold one-year appointments was	35.5%
	Percentage of men who hold one-year appointments was	6.1%
g.	Percentage of total faculty that were men, 1970-71 was	75.5%
	Percentage of total faculty that are men, 1971-72 is	76.8%
	An increase of	1.3%
h.	Percentage of total faculty that were women, 1970-71 was	24.5%
	Percentage of total faculty that are women, 1971-72 is	23.5%
	A decrease of	1.3%

Some of the changes can be shown in the following way as well:

	Losses--Resignations, Retirals, Deaths, Transfers to Administration	Additions	Promotions in 1971
Professors			
Male	5	7	17
Female	0	0	3
Associate Professors			
Male	4	14	22
Female	1	1	5
Assistant Professors			
Male	7	31	6
Female	11	5	3
Instructors			
Male	27	16	-
Female	23	18	-
TOTALS			
Male	43	68 (+25)	45
Female	35	24 (-11)	11

TABLE VIII

PERCENTAGE OF WOMEN ENROLLED AT INDIANA STATE UNIVERSITY

FOR ACADEMIC YEARS 1965-66 THROUGH 1971-72

Year	FALL		SPRING		1st SUMMER		2nd SUMMER	
	Under-Graduates	Graduates	Under-Graduates	Graduates	Under-Graduates	Graduates	Under-Graduates	Graduates
1965-66	42%	45%	42%	42%	56%	51%	51%	46%
1966-67	41%	44%	51%	47%	55%	52%	50%	48%
1967-68	44%	42%	44%	42%	52%	53%	46%	46%
1968-69	44%	43%	44%	44%	47%	53%	43%	49%
1969-70	45%	42%	45%	43%	48%	51%	46%	48%
1970-71	45%	45%	45%	44%	50%	51%	49%	47%
1971-72	45%	42%	46%	43%	51%	53%		

Student Administrative Services
July, 1972

HIRING PRACTICES

Between 1965 and 1970 in the United States, women earned 12.62 percent of the 118,012 doctorates awarded. Some sources indicate that during the same period, women earned 20 percent to 25 percent of all terminal degrees of every kind. The 14,897 doctorates earned by women represent an 87.9 percent increase over the five-year period.* At Indiana State University, 51 women (27.7 percent) hold earned doctorates,** well above the 13.32 percent of the doctorates earned by women in the highest recorded year in the last ten, 1969-70, when 3,980 of the 29,872 earned doctorates went to women. Since the doctorate is the form of terminal degree that Indiana State women have sought, other forms of terminal degrees have been ignored in this study as far as possible. It is pertinent, moreover, to note that less than 2 percent of all women who hold some kind of terminal degree fail to enter the labor force within ten years of the date of their attaining their degrees. Thus we may safely say that a reservoir of qualified women exists for those who seriously wish to recruit women, although not all women with terminal degrees choose to enter the educational field any more than do men. Men earned 87.38 percent of the doctorates granted in the nation during the same five-year period, but at Indiana State, 352 men (51 percent) hold doctorates, well below the national norm. Fifty percent of the men at ISU hold appointments in the upper two ranks in comparison with 25 percent of the women.

Table III of the Hardaway Report (Appendix I) compares the percentages of women at ISU in various departments with the national percentages of women attaining terminal degrees. A look at the updated statistics*** shows that of the 84 women on the faculty of the College of Arts and Sciences in 1971-72, 30 (34.5 percent) have their doctorates. Of the 51 women above the rank of instructor, 59 percent hold the doctorate. The 84 women represent 18 percent of the total faculty of the College, a decline of three (1 percent) from the 1970-71 total. The six departments which had no women in 1970-71 (Art, Chemistry, History, Philosophy, Physics, and Psychology) still have no women although in every case the percentage of women earning doctorates in those disciplines increased in 1963-70, according to the official figures provided by the U. S. Office of Education.

Interestingly enough, the Mathematics Department has no women with doctoral degrees, although the national percentage increased from 6.39 to 6.8 during the above period, and the Sociology Department has none although the percentages of women obtaining doctorates in that area rose from 15.96 to 19.7. Both lost one women during the past year. In the Foreign Languages Department--which lost two women during the past year--only one of the four full-time women has a doctorate although the percentage of doctorates earned in the area by women was 32. The department has 20 members, 80 percent men. In English and Political Science,

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* The figures come from Earned Degrees Conferred, U. S. Office of Education.

** If one omits the Laboratory School women, 35.2 percent of the women teaching at Indiana State have their doctorates. On the same base, 54 percent of the men have doctorates.

*** In Appendix IV are the complete figures for the departments in each school or college.

the national percentages of women who received doctorates were 30.3 and 10.6 respectively, but the percentage of women with such degrees in each department on our campus is 10.8 and 4.76 respectively. In Life Science on the national scale in 1968-70, the percentage of doctorates awarded to women was 14.8, but at ISU the percentage of women in Life Sciences with the doctorate is only 3.5. Over one third of the doctorates in Library Science go to women but only 16.7 percent of the doctorates at Indiana State are held by women. And so in the College of Arts and Sciences, it would seem that on the national scene women with doctorates are available in much greater percentages than they are represented on our campus. If this is true of doctorates, it is surely also true that many women without terminal degrees are also available in the labor pool. The argument that qualified women are not available does not seem to be borne out by the statistical

TABLE IX

Percentages of Women Holding Terminal or Doctoral Degrees in Selected Disciplines

	% of Terminal Degrees Earned by Women, 1958-68	% of Doctoral Degrees Earned by Women, 1968-70	% of ISU Women in Department
Art	39.71	27.92*	0
Chemistry	6.37	7.66	0
History	11.47	13.25	0
Philosophy	11.14	12.3	0
Physics	1.91	2.5	0
Psychology	18.83	22.6	0

* Note the distinction between terminal and doctoral in this figure.

Of the eleven women on the faculty of the School of Business in 1971-72, five (45.5 percent) have terminal degrees, doctorates in all cases. The eleven women represent 26 percent of the total faculty of the school, a decline of one, or 3 percent, of the 1970-71 totals. During 1968-70, women earned 4.4 percent of the terminal degrees awarded in Business; 11.6 percent of the terminal degrees in the School of Business are held by women, well above the national average of degrees earned by women.

Of the 56 women on the faculty of the School of Education in 1970-72, ten (17.9 percent) have terminal degrees. The 56 women represent 35 percent of the total faculty of the school, a decline of one or 1 percent of the 1970-71 figures. If the Laboratory School, where no women have doctorates, is omitted the ten with terminal degrees represent 58.8 percent of the women on the faculty of the School of Education but only 10 percent of the total faculty. In all, the 17 women in the School of Education represent only 17.2 percent of the whole faculty. In the Department of Education, 21.2 percent of the doctorates awarded in 1968-70 went to women, but neither of the two women in the department at ISU has the doctorate, a curious situation. The 22.2 percent of women doctorates in Educational Psychology ranks well with the 25.8 percent of doctorates women earned nationwide in 1968-70. In Special Education, however, the 7.7 percent of the women doctorates at ISU is not impressive beside the 23.8 percent of the doctorates on the national level awarded to women during the above-mentioned period. Neither

is the 21.4 percent of women doctorates in Elementary Education when compared with the 40.9 percent granted to women on the national scene during the same two-year period. In Secondary Education the 7.9 percent of women with doctorates at ISU ranks with the 13.1 percent on the national scale. None of the 39 women at the Laboratory School has a terminal degree.

Of the twenty women on the faculty of the School of HPER in 1971-72, five have doctorates, or 25 percent. The twenty women represent 29.7 percent of the total faculty of the school, a decline of three or 5 percent of the 1970-71 figures.

One (7.7 percent) woman of the thirteen on the faculty of the School of Nursing in 1971-72 has a terminal degree. The thirteen women represent 100 percent of the total faculty of the school, an increase of one over the previous year's total. The School of Technology has no women on its faculty although 3 percent of the doctorates awarded from 1968-70 in the field of Vocational-Technical Education were awarded to women. In summary, it seems that the most glaring inequities between the number and percentages of women available in terms of national statistics and those on the ISU faculty seem to exist in the College of Arts and Sciences. Although it makes such a conclusion no less lamentable, this is not unlike the national picture as reported in the Wall Street Journal in June, 1971:

> . . . faculty women tend to be clustered in such traditionally female fields as home economics, education, nursing and the social services--while men dominate the more prestigious liberal arts and sciences. . .

But curious discrepancies also exist in the School of Education as well and should be of concern to the University's administrators.

Having shown that more women seem to be available than are found on our campus in terms of percentages, it is pertinent to examine the hiring practices in seeking reasons for the current situation. The Commission sought the opinions of the faculty on hiring practices at Indiana State by means of a questionnaire and then through a second questionnaire the opinions of the chairmen of the various university departments.

On the faculty questionnaire, of the men who responded to that series of questions, two and one-half times more indicated that they learned of the opening at ISU by "word of mouth" than through a placement bureau. On the other hand, four times more women heard of the positions they occupy by "word of mouth" than through a placement bureau. Over half of the women who responded believed that they were hired at a lower salary in their departments than appointees of the opposite sex with equal qualifications. Only sixteen of 227 men who responded to that question felt that they were hired at a lower salary than the women with equal qualifications in their departments. In English 7 of 10 women felt that they had been hired at lower salaries, in Mathematics 3 of 4 (the chairman of the Mathematics Department did not return his questionnaire), in Laboratory School 7 out of 11, in the library 6 of 10, in Women's Physical Education 12 of 15, in Life Sciences 1 of 1, in Educational Psychology 2 of 2, in the School of Business 2 of 4, in Home Economics 5 of 9. Of those who had held one-year

appointments, only 5 of 23 men felt that this condition was so because of discrimination. The offending departments here were Economics, Mathematics, Accounting, and Special Education among the women; Anthropology and Art among the men. Such attitudes are interesting even if simply that--attitudes.

More significant in the matter of hiring was the survey completed by department chairmen.* Of the 42 distributed, 3 were returned but not completed, 5 were partially completed, and 3 were not returned at all (Mathematics, Foreign Languages, and Vocational Technology). None of the many opinions admitted or appeared to indicate conscious discriminatory practices within the areas included on the survey. For example, 32 chairmen declared that they had made an effort to recruit women staff; 4 said that they had not. Vacancies were advertised through professional organizations by 30 chairmen, but only through personal contacts by 6 others. In response to the question "In recent years have you offered positions to women, only to have these women turn them down?" 14 chairmen said yes, 22 said no. Only 3 reported resistance from departmental members when a woman was interviewed, while 22 declared none. When chairmen recommended women for appointments, only one reported resistance from the administration, and that one instance perhaps not because of her sex. Thirty-three chairmen determined rank for the person to be hired on the basis of experience, education, and training, while to a great degree salary was determined by present rank and salary comparisons with the salaries of the existing staff. To the question about whether women were hired at lower ranks than men with equal qualifications, 27 chairmen flatly said no while 9 either did not answer or declared the question inappropriate. The same response held about salary differentiation. Of the five chairmen who have had occasion to handle a request for maternity leaves for faculty members, two of them granted the leave and one asked the woman to resign. All but 5 of the chairmen indicated that they would approve of a university-wide policy governing maternity leave

The problems associated with faculty women whose husbands are also employed by the university will be treated later in the study, but one can assume with some degree of assurance that the pool of highly trained women among faculty wives limited in their mobility by their husbands' positions on the faculty, is often a tempting source of exploitable labor. Such women are frequently offered temporary positions or positions at lower ranks than are commensurate with their training and experience.

Hiring at the higher ranks often reflects the "old buddy system." On the other hand, women at Indiana State as at other universities usually must work their way up through the ranks, thus proving themselves to their chairmen. This is borne out by the fact that between 1964 and 1972 only one woman has been hired at the rank of full professor--and that in a field where there were neither men in competition for the job nor male colleagues to be offended, nursing--while 41 men were hired at that rank. Such a persistent practice obviously suggests a most revealing attitude toward recruiting women from outside the university. In the past, some women were hired at lower ranks than they held at other institutions, a practice unfortunately not confined only to those women who

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* Appendix V is a copy of the questions included on the questionnaire sent to the chairmen.

held full professorships elsewhere but also to those at lower ranks as well. To move, women should not have to face more professional hazards than men do, particularly hazards such as loss of rank even though it may not entail loss of salary.*

TABLE X

Comparison of Men and Women Faculty Hired as Full Professors

Effective	Male	Female
1964	3	0
1965	5	0
1966	2	0
1967	4	0
1968	9*	0
1969	4	0
1970	7	1 (Dr. Harriet Reeves)
1971	7	0

* Includes two academic deans

In summary, an examination of the hiring practices at Indiana State indicates that more qualified women are available on the national scene than are being hired for regular faculty positions, that department chairmen encounter more resistance from their own departments than from the administration in hiring women, that hiring men at top-rank positions contrasts sharply with the laborious movement through the ranks for women, and that many women feel that they were hired at lower salaries than the men with equal qualifications in their departments.

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* One example which illustrates this point is that one husband-wife combination hired in recent years came from a school where both held the rank of full professor, the wife also holding an administrative post. They were employed at Indiana State, the husband as a full professor and chairman of a department, the wife as an associate professor in another department. It was six years before the wife received promotion to full professor although like her husband she held her doctorate when she came to ISU.

TREATMENT OF WOMEN FACULTY AT INDIANA STATE

Retention and Tenure

Once hired, faculty members are faced with the problems of retention and ultimately tenure. Tenure, until recently a requisite for promotion and still a basis for security, has become a critical issue among faculty, particularly among those concentrated in the lower ranks. The Commission, while studying the problem of women's remaining statistically in rank longer than men, discussed the possibility that women suffer from allegedly inconsistent and discriminatory evaluations of "service" credit for experience prior to employment at Indiana State University. The Commission constructed questions for the survey on this issue, and the returns (see Appendix II) indicated that (1) 55 percent of the women respondents had not been informed of tenure regulations at the time of their employment while 77 percent of the male respondents declared that they had been informed; (2) only 19 percent of the women respondents believed that faculty were given the same credit evaluation for equivalent previous experience while 32 percent of the men believed that there had been consistent evaluation; (3) 55 percent of the women respondents were apparently aware of irregularities in granting tenure at ISU while only 36 percent of the men declared awareness of such irregularities; and (4) 35 percent of the women respondents believed that there is discrimination on the basis of sex in granting tenure in contrast to only 18 percent of the men who believed that such discrimination existed.

Pinpointing this area, therefore, as one on which there is great difference of opinion between men and women on the staff, the Commission requested an official clarification of the administration's interpretation of "five years of full-time service." Vice President Townsend responded to the request for clarification on May 11; acting upon instructions of the tenure sub-committee, the chairman of the Commission sent a second letter on May 20 asking for further clarification of specifics. Vice President Townsend responded on July 27, attaching a memorandum from Assistant Vice President Boyle, dated July 2 (Appendix VI). The administration's interpretation remains "a matter of judgment" and tends toward "permissiveness" rather than "restriction." "Permissive" interpretations may be working to the advantage of some, but others may be facing a more stringent interpretation and evaluation, consequently suffering the penalty of being retained longer in rank.

In order to insure consistency of interpretation, a faculty committee within each department, school, and/or college should: (1) review previous experience; (2) evaluate the performance at ISU; (3) submit written recommendations to department chairmen who in turn will inform the untenured faculty members of the decision of the committee.

When the information from Table 11 is added to Table V of the Hardaway Report (Appendix I, page 10) we can see that since 1965, 364 men and 104 women have attained tenure. Of those who have achieved tenure during that time, 22 percent have been women, almost exactly the same percentage as that of women faculty members on the total faculty. Interestingly enough, however, 55 of the 104 women who have been tenured since 1965 were tenured as instructors, a very different picture from that of the men where only 66 of the 364 or approximately one sixth were tenured as instructors. That fact alone is an eloquent comment on the unequal spread of women through the ranks and offers a real possibility of

danger to women at Indiana State if a policy were adopted by which instructors were denied tenure in the university.

TABLE XI

Number of Faculty Attaining Tenure Between 1965 and 1973

Rank	72-73 Male	72-73 Female	Totals Male	1965-1973 Female
Professors	7*	0	38	1
Associate Professors	15*	1	80	15
Assistant Professors	18	3	171	32
Instructors	12	9	66	55
Evansville	9	1	9	1
Totals	61	14	364	104

* Includes one administrator

Promotion

Possible sex discrimination in promotion was investigated by comparing the average length of time in rank before men and women were promoted and the number of times men and women applied for promotion before being successful. Data gathered by Dr. Hardaway show that from 1966 through 1970 women who had been promoted had been retained longer in rank than men, with the exception of promotions at the rank of instructor. At the associate level, men averaged 5.3 years in rank before promotion while women averaged 6.22 years; at the assistant level, men averaged 3.89 years while women averaged 6.06. At the instructor to assistant level, men averaged 4.09 years while women averaged 3.88 years.

TABLE XII

Faculty Promotions--1965-1970

Men				Women			
No.	Previous Experience	Time at ISU	Time In Rank	No.	Previous Experience	Time at ISU	Time In Rank
			Associate Professor to Professor				
50	8.50	7.97	5.30	9	10.90	9.00	6.22
			Assistant Professor to Associate				
93	6.85	4.22	3.89	18	6.25	8.50	6.06
			Instructor to Assistant Professor				
33	4.03	4.18	4.09	21	6.88	4.12	3.88

That women on the instructor level have been promoted at a slightly faster rate than men may be attributed to the fact that women average 2½ more years of experience than men at this rank. Evaluating and comparing the variety of degrees and advanced graduate study at the level of instructor proved too complex for this study and subject to error.

Given the statistical fact that women are retained in the upper ranks longer than men, the Commission attempted to discover why. Publications, one means of measuring professional competence, does not explain the discrepancy, for women faculty in the upper ranks at ISU publish more than their male colleagues (see pages 40 and 41).

Although the study of statistics shows that women promoted from associate to professorial rank had achieved their terminal degrees an average of two years later than the men, all promoted to the professorial rank held their terminal degrees while exceptions had been made for the men.

The charge that women do not put in for promotion as often as men and consequently remain in rank longer can be neither verified nor denied with our available data. When asked on the questionnaire, however, whether they had been informed that they might qualify for promotion, 62 percent of the women replied that they had not been informed; 54 percent of the men had been informed. The women were also asked if they had been encouraged to apply for promotion: 32 percent of the women had been encouraged while 50 percent of the men had been encouraged. According to these responses, it appears that departmental chairmen have been making a greater effort to inform and encourage the men to apply for promotion than they have exerted on behalf of the women.

The crucial issue of possible sex discrimination in promotion lies in the number of times men and women apply before being promoted. The data (Table XIII) supplied by Dr. Hardaway reveal that upon first application for the Professorial rank, 18.7 percent of the men are successful while only 12.5 percent of the women are successful. Upon second application, 6 percent more women than men are successful, but the data do not reval how many years lapsed before men and women applied for the second time. A greater discrepancy appears on the assistant to associate level: 40 percent of the men were promoted upon first application as against 25 percent of the women. Women at the instructor's rank are almost twice as successful as men upon first application, 65 percent compared to 32 percent, a success which has already been attributed to the women's initial disadvantageous condition of employment and the greater number of years of experience. When women do apply for promotion into the Associate or Professorial rank, whether encouraged to or not by their administrators, their statistical chances for success on the first application are significantly less than those of men. Eventually women achieve the same overall rate of success as the men, but they have lost salary increments of one year or more that the men had received and will sustain a consistently lower base pay are a result.

Of particular interest on this portion of the study were the responses of the department chairmen to two questions on their questionnaire:

17. Are you aware of the fact that on the average, women are retained in rank longer than men?
18. Can you give any possible explanation for this?

Of the 30 chairmen who responded to these two questions, 19, including one of the women, indicated that they were not aware of this. On the other hand, 11, including the other woman, indicated that they were aware that this is true. Answers which were more expansive on the first question than simply yes or no were very revealing and even a bit defensive. One said, "They also live longer," leaving the Commission to wonder whether this was supposed to be cause or effect. Another wrote, "I guess I could have guessed it." Perhaps most cautious of all was the response, "Miss _____ told me that this is true."

The explanations offered ranged from "male chauvinism," the response of two male members, but about chairmen other than themselves, the lack of agressiveness on the part of women in pursuing advanced degrees and in seeking promotion, divided responsibilities between duties in the home and at work, and maternity leaves (a quaint explanation considering the small number of those requested and the number of unmarried faculty women), to the blithely chauvinistic assertion that if the candidates had equal qualifications for a position in his department, it would be a toss of the coin for him to decide between hiring a male or female but that the lady's charm (or lack of it, we may assume since his is a department without women although women have degrees in his discipline) would decide for him. A certain defensiveness pervades many of the answers, but even some facetious comments do not alter the serious fact that these are the people, 90 percent male, who are directing the departments and who have the responsibility for screening credentials, initiating hiring, and pushing for promotions for, and in large degree determining the future of, women on this campus.

In the 1971-72 school year, 151 faculty members were nominated for promotion, either by themselves or by other members of the faculty. Approximately one-third of them, 53 applicants, were promoted. Looked at superficially, the overall role of women in the promotional patterns at ISU is deceptive. For example, the following table presents one view (Table XIV), but if a person examines the promotional patterns over the past five years rank by rank (Table XV), he finds verification of the dangers implicit in the analysis made in the first portion of this study of promotions at Indiana State.

TABLE XIII

Promotion Data* on the Basis of
Sex and Number of Applications

	Male			Female		
	No.	%	Sub Total	No.	%	Sub Total
Associate Professor to Full Professor						
Promoted on 1st application	20	18.7		2	12.5	
Promoted on 2nd application	20	18.7		2	25.0	
Promoted on 3rd application	9	8.4		3	18.8	
Promoted on 4th application	4	3.7		0		
Promoted on 5th application	1	.9	50.5	0		56.3
Not promoted--1 application	23	21.5		4	25.0	
Not promoted--2 applications	17	15.9		2	12.5	
Not promoted--3 applications	7	6.5		0		
Not promoted--4 applications	3	2.8		1	6.3	
Not promoted--5 applications	2	1.9		0		
Not promoted--8 applications	1	.9	49.5	0		43.8
TOTAL	107	99.9		14	100.1	
Assistant Professor to Associate Professor						
Promoted on 1st application	49	40.8		7	25.0	
Promoted on 2nd application	28	23.3		11	39.3	
Promoted on 3rd application	4	3.3		2	7.1	
Promoted on 4th application	2	1.7		0		
Promoted on 5th application	0		69.1	1	3.6	75.0
Not promoted--1 application	20	16.7		6	21.4	
Not promoted--2 applications	9	7.5		1	3.6	
Not promoted--3 applications	5	4.2		0		
Not promoted--4 applications	1	.8		0		
Not promoted--5 applications	2	1.7	30.8	0		25.0
TOTAL	120	100.0		28	100.0	
Instructor to Assistant Professor						
Promoted on 1st application	14	32.6		15	65.3	
Promoted on 2nd application	11	25.6		4	17.4	
Promoted on 3rd application	4	9.3	67.5	2	8.7	91.3

Not promoted--1 application	9	20.9		1	4.3	
Not promoted--2 applications	5	11.6	32.5	1	4.3	8.6
TOTAL	43	100.0		23	99.9	

* These data have been compiled from the files of applicants throughout 1967-1971. Historical data were followed up for those who applied in 1967 to determine whether or how they had applied before the base year of 1967. Some of the faculty have been promoted twice but have not been identified on these tables.

TABLE XIV

Number and Percent of Faculty Applying For and Receiving Promotion, 1967-68 Through 1971-72

Academic Year	No. of Men Applying	No. of Men Promoted	% of Men Promoted	No. of Women Applying	No. of Women Promoted	% of Women Promoted
1967-68	72	27	38%	22	11	50%
1968-69	69	27	39%	14	6	38%
1969-70	62	29	47%	19	10	53%
1970-71	106	45	42%	23	12	52%
1971-72	121	43	36%	30	10	33%

TABLE XV

Percentage Successful by Rank in Applying for Promotion

Academic Year	Professor		Associate Professor		Assistant Professor	
	M	F	M	F	M	F
1967-68	7%	40%	54%	50%	67%	45%
1968-69	36%	0%	50%	17%	25%	83%
1969-70	33%	25%	56%	63%	54%	100%
1970-71	29%	29%	56%	55%	50%	80%
1971-72	32%	29%	33%	33%	50%	36%
	28.4%	27.6%	49.1%	44%	47.9%	61.8%
Proportion Successful	(54/190)	(8/29)	(84/171)	(20/45)	(33/69)	(21/34)

One can see that the percentage of men promoted in the top two ranks is higher than that for women. The abrupt drop in the total percentage of women promoted in 1972 is particularly dismaying when one remembers that the seven male professors appointed in 1971 and the 34 before them since 1964 have not had to go through the promotion process but swell the top rank even further than it would be anyway through the higher percentage promotion pattern for men. The seriousness of the low percentage of women promoted to the top rank is underscored when it is coupled with the fact that women stay in rank longer than men. Women who hope to become professors labor under a threefold handicap. Table XV also shows that in the past five years only 44% of the 45 women applying for promotion to associate professor have been successful. On the other hand, 61% of those applying for advancement to assistant professor were promoted. In the past five years 54 men have been promoted to professor, 84 to associate professor, and 33 to assistant professor, an overall 40% success record. When one looks only at the surface of the situation, he may feel that he can rest content with the 45% success women have had in the past five years, but not when he looks beneath the surface.

Another consideration should be expanded here. Our figures deal only with those who have "applied" for promotion, the term in use until the new concept of "nomination" was accepted as part of the newly adopted promotion procedures in 1972. Often women may not apply because they lack advanced degrees or because they lack other professional qualifications. In many institutions, however, candidates for promotion are those who are recommended by their departments, where the initiation of the candidacy is not the responsibility of the candidate himself. Some people of both sexes may shrink from initiating their own nominations for candidacy, waiting to be recommended on the basis of worth and value to the department. Perhaps a further study should seek to discover how many people who are eligible for consideration do not apply, perhaps preferring to wait for nomination by a second party or perhaps feeling that the chances for success are slim at best. Rejection is painful; repeated rejections can destroy one's faith in his own ability as a teacher or in the good will of his departmental colleagues and chairman. It is easier to avoid the risk of rejection by not applying than it is to face what can be termed failure. How many women are caught in this dilemma is only a matter for speculation; given our societal attitudes toward agressive women, some may choose to risk loss of promotion rather than to risk offending a male chairman by pushing aggressively for advancement, however well deserved.

In summary concerning promotion, the chief trouble areas are the assignment of "service" credit from previous employment and the facts that women at Indiana State do not receive professorships as an initial appointment in departments where there are men, and so once appointed, they must work their way through the labyrinthine promotional maze, remaining demonstrably longer in rank than do men. Add to this, chairmen who are admittedly unaware that women stay in rank longer than men and the reluctance to apply for the repeated humiliation of rejection, and the picture is not an encouraging one.

One-Year Appointments and Part-Time Appointments

In 1970-1971 approximately 20% of the ISU faculty women were employed on one-year appointments with none of the benefits and safeguards of a regular faculty position. In the fall of 1971, there was a reduction of 3% among the women in this category while the men remained at the 6% level of the year before. The Commission wished to uncover certain attitudes of those men and women on one-year

appointments and were pleased that over 60% of the one-year appointees on campus responded to the survey conducted last spring. When asked if they had reason to believe that they would be offered a regular appointment, 60% of the male respondents answered yes while only 47% of the women gave the same answer. Men seemed significantly more optimistic about a future at ISU than the women. When asked if the reason they had not been offered a regular appointment had been discrimination, 40% of the women replied yes and 20% of the men also replied yes. Thus, twice the percentage of women believed that they were being discriminated against when compared with the men. Although these 40% represent only eight women at ISU, it is an attitude that should not be disregarded. Among the eight, there may be well-founded resentment, particularly if the respondents were in the same college, school, or department. A reduction in the percentage of women employed on one-year appointments to the present 6% level of the men might mitigate the negative attitude among the women in this category. Still another group of women find themselves reliant on last-minute student enrollments for their positions. In the 1971-72 school year 17 women were employed on a part-time basis with minimal salaries, maximum job insecurity, a complete lack of fringe benefits, and professional uncertainty. Two of these women are in Art, one in English, three in Foreign Languages, one in Home Economics, four in Music, three in Speech, one in Laboratory School, one in Special Education, and one in Health and Safety. These are highly competent women and some attention should be paid to their position so that they can lend luster to the University instead of too often serving as its victims.

University Research Grants

In response to a request from the Commission, the Research Committee of the University produced a 13-page report which showed that over a five-year period 13% of the applicants for research grants were women; 96.3% of the applications were approved. By number, 26 of 27 applications by women were approved while 183 of 198 submitted by men were approved. From this, one may say that when women applied for research grants, they had a slightly higher rate of success than did the male applicants, but there was no indication in the study of the average amount of each grant. Since 92.4% of the male applicants were also successful in their applications, one may deduce that women seem not to be discriminated against in the granting of money for research, but one needs to know the amounts granted to make this statement irrefutable. During the 1970-71 school year 4% of the women on campus successfully sought aid from the Research Committee as compared with 7% of the men on campus. The amounts of the grants awarded were not indicated.

Leaves

Interest in research, writing, travel, and general intellectual growth is also reflected in the use women make of the policy of leaves. Table IX of the Hardaway Report (Appendix I, p.15) shows the leaves of absence of the ISU faculty on the basis of sex, type of leave, and duration of leaves between 1965-70. Since 1965, requested leaves were denied during only one year, and so it is safe to say that any requests for leaves--with or without pay--that reach the administration are traditionally granted. Reasoning from that premise, one can assume that the number of leaves closely reflects the number of men and women who requested them. The fact that the 46 leaves granted to women in that period (1965-1971) for graduate work were almost equally divided between leaves with pay and leaves without pay indicates serious intent on the part of women to pursue graduate work. Table XVI shows the number of leaves granted during the six years with the reasons given by those requesting them.

TABLE XVI

Reasons Given for Leaves Granted, 1965 through 1971

	Male	Without Pay	With Pay	Female	Without Pay	With Pay	Total
Number of Cases	243	66	177	65	38	27	309
Research and Study	89	4	85	19	4	15	108
Graduate Work	101	56	45	46	32	14	147
Travel	32	1	31	5	0	5	37
Writing	18	0	18	4	0	4	22
Temporary Employment	32	28	4	2	1	1	34
Health	18	5	13	7	7	0	25
Family Responsibility	0	0	0	2	2	0	2
No Reason	11	8	3	5	3	2	16
Totals*	301*	102	199	90	49	41	391

* The number of reasons exceeds the number of individuals inasmuch as several indicated more than one "purpose for leave."

Among the 243 men who received leaves during that period, 66 took them without pay, more often going for the academic year than for one semester. Over one-half the women took leaves without pay. Table XVI also shows that half the women used their leaves, with or without pay, for graduate work. To pursue research, most women waited until their sabbatical years. The leave policy at Indiana State seems to be generous and equally available to men and women, whatever the reason--or lack of reason--for the request. In one case, a woman eligible for a sabbatical was asked to take her leave without pay since she did not "need the money" and the department could use it. She refused her chairman's request. It is interesting to notice that the 65 leaves granted to women represents almost the same proportion of the total women on the faculty as the 243 leaves granted to men does to the total number of men on the faculty. Any refusal to grant or recommend a leave must have been on the departmental level and thus not recorded in this study.

Fringe Benefits

In the field of fringe benefits, maternity leave requests have been covered by the existing sick leave policy plus the fact that requests for leaves without pay are traditionally granted, given due cause. A more formal statement of policy needs to be made, including some expression of the time limits on such a leave. Women are eligible to participate on equal terms with men in the group life insurance and accidental death and dismemberment plan, Blue Cross-Blue Shield, and major medical and dental coverage plans. Disability benefits apply to both men and women as do sick leave policies, credit union eligibility, and retirement plans. The same retirement age applies to

both men and women, although the only benefactors of the provision for one-year extensions beyond the retirement age in recent years have been men. Studies that seem to indicate that retirement plans based on actuarial tables actually militate against women--TIAA benefits are 16% less annually for women than for men, for instance; Social Security benefits are less for women, just as are the Teachers Retirement Fund benefits that accrue from the annuity portion of the investment--relate to topics that are not within the jurisdiction of the University nor within its power to change. It might be pointed out that in comparison with Ball State University's fringe benefit program, certain aspects of our program are superior and others could be changed to benefit the whole faculty and not just the women:

1. Ball State University pays the whole premium for TIAA, confined to the supplemental plan, building to a $1500 annuity at age 66. At Indiana State those on the supplemental plan pay one fourth.
2. At Ball State University money for faculty travel is budgeted to colleges and distributed to each Dean, who allows professional travel up to $100 per each full-time faculty member. An estimated 74% of the faculty took advantage of the funds last year.
3. In summer school at Ball State 80% of the full-time faculty teaches during the summer at a salary of 1/7 per five week term.
4. Ball State, like Indiana State, does not pay moving expenses for new faculty, but neither does it provide free tuition for families, neither spouse nor children.
5. In 1970-71, 34 sabbatical leaves were granted in a faculty of 836, all of them for research. For teacher improvement assignments 52 leaves were granted on Faculty Research Grants and Creative Teaching Grants, amounting to $23,000. Summer Research Grants amount to 2/9 of academic year pay for 10 weeks.

Travel funds at Indiana State are administered by department chairmen with the approval of the deans but with no provision for guaranteeing a set amount to each faculty member per year for professional travel. Such situations where subjective judgments may prevail always allow for the possibility of unequal treatment. Faculty attitudes in these matters, as expressed in the questionnaire (items 30, 31, 32, 33, and 34) are shown in Table XVII.

TABLE XVII

Attitudes Regarding Requests for Attendance at Conferences, Released Time for Research, and Leaves

	Male		Female	
	Yes	No	Yes	No
Is equal consideration given to requests to attend conventions?	195 (91%)	19 (9%)	88 (78%)	24 (21%)
Have you requested released time for research?	51	178	11	111
Was the request granted?	37 (73%)		4 (36%)	
Have you requested leave without pay?	34	186	19	97
Was the leave granted?	33 (99%)		19 (100%)	

According to those responding, it appears that requests to attend conventions are not felt to be honored equally for women and men.

Released time for research does not appear to be as available to women as to men in as much as 73% of the men requesting released time were granted it. Only 36% of the women requesting released time for research had it granted. It is important to note, however, that the sample was very small.

Leave without pay seems to be available upon request, none of the respondents having requested it without its being granted.

All in all, in the area of research grants, leaves, and fringe benefits, women are guaranteed equal treatment where university policy has decreed uniformity.

Salaries

The Salary Equity Subcommittee examined the problem of salaries and reached several conclusions. The Hardaway Report (Appendix I, p. 27) shows that in 1970-71 the average salary for women faculty members was lower at each rank than that of men faculty members:

TABLE XVIII
Average Salary by Rank and Sex for the
1970-71 Academic Year

	Men		Women		
	Number	Average Salary	Number	Average Salary	Difference
Professor	120	$17,837	13	$17,086	-$751
Assoc. Professor	158	$14,203	30	$13,984	-$219
Asst. Professor	217	$11,600	65	$11,289	-$311
Instructor	123	$ 9,097	95	$ 8,788	-$309

Members of the subcommittee studied the differences by comparing salary differences between faculty men and women in the same departments who had received their doctorates within two years of each other and isolated 26 cases involving 17 departments in which appreciable salary differences were noted. In 18 cases, the male faculty member received the higher salary; in 8 cases, the reverse was true. When Vice President Hardaway investigated the 26 cases of apparent salary discrepancies based on the one criterion, he reported that factors other than sex difference could have accounted for the differences in salary. Other factors to be considered were such things as length of service at ISU, experience prior to joining the ISU faculty, administrative duties, specialty of assignment and job market conditions within a discipline at the time of hiring. The Commission believes that other factors such as the subjective judgment of department chairmen could also have accounted for the difference in salary.

The members of the subcommittee recommend that a similar study should be made into the possibility of salary discrepancies for men and women faculty members that have earned the M.S., 2-year or 3-year level of training. Data concerning the dates on which faculty members received salary increments for additional training were not readily accessible in December, 1971, when the Subcommittee made its report to the full Commission, but it estimates that an additional two months would be required to collect and analyze the data as this would involve looking at approximately 400 personnel file folders.

A comparison of the average 1970-71 salaries of male and female faculty members on a departmental basis and by rank shows that the following schools or departments have a considerable salary differential at each rank: School of Business, Department of Elementary Education, and the Department of English. In 43 ranks containing both men and women teaching in 23 units of the University, men make more than women in 26 ranks ($840 average), women more than men in 17 ranks ($400 average). The differentials range from $6 to $2,873, 7 over $1,000, 4 over $2,000.

At this point it is important to emphasize that close attention should be paid to all aspects of the salary situation since the statistics for the 1971-72 academic year show a deterioration of women's financial position. The average salaries in each group (cf. Table XVIII) except that of assistant professor showed losses from those of the preceding year, and in that rank the differential decreased about 20 percent but remained $243 less for women.

TABLE XIX

Average Salary by Rank and Sex
for the 1971-72 Academic Year

	Men		Women		
	Number	Average Salary	Number	Average Salary	Difference
Professor	136	$18,310	16	$17,529	-$781
Assoc. Professor	172	14,742	31	14,408	-$334
Asst. Professor	230	12,066	67	11,823	-$243
Instructor	103	9,545	88	9,178	-$367

Part of the increase in differential between the salaries of men and women may result from the fact that salaries now increase by percentage but with no chance for catch-up except through merit pay. By normal process, the differentials will continue to grow over the years.

Discussion of this fact, and the reaction to the questions on the faculty questionnarie about the salary schedule (51% of the male respondents and 50% of the female respondents indicated that they did not feel that they had personally benefited from the shift from the set salary schedule to the merit pay system, compared with 42% of the men and 34% of the women who felt that they had; whereas only 38% of the men and 29% of the women felt that the present salary system has been fairly and equitably administered), made the Commission explore the frequently expressed theory that the abandonment of the salary schedule may have been detrimental to women. Of interest in this regard is to compare the salaries at Ball State and Indiana State since Ball State has retained the salary schedule and thus forms a valid basis for comparison, particularly since both schools were originally on set salary scales before the change in policy at Indiana State.

TABLE XX

Average Salary by Rank and Sex at BSU and ISU
for the 1971-72 Academic Year

	Ball State			Indiana State		
	Men	Women	Difference	Men	Women	Difference
Professor	$18,813	$18,980	+$167	$18,310	$17,529	-$781
Assoc. Professor	14,650	14,990	+$340	14,742	14,408	-$334
Asst. Professor	12,053	12,459	+$406	12,066	11,823	-$243
Instructor	9,083	9,352	+$269	9,545	9,197	-$367

The differences between the average salaries for men at Ball State and those at Indiana State in 1971-72 are interesting but those for women are striking and even distressing. Women's salaries at Ball State are greater than those at Indiana State in every rank as shown by the differences in the averages:

Professor	$1,451
Associate Professor	582
Assistant Professor	636
Instructor.	174

Of course, such variables as the length of time women remain in a position affects salaries when the salary schedule is in effect, but it is doubtful that in every rank more of the women at Ball State have been there longer than the women here. In fact, the Hardaway Report (Appendix I, p. 18, item 4) indicates that in each rank except for that of instructor, women have been employed at Indiana State for a longer period of time than have the men. It seems safe to say that the increasing gap between the salaries of men and women here is at least partly due to the abandonment of the salary schedule in favor of merit pay, particularly when the "merit" pay is partly tied to percentage and partly determined by male colleagues.

Table XXI was provided for the Commission in an attempt to show that salary increases for continuing faculty in 1970-71 and 1971-72 indicated that females received slightly larger average raises than did men for the 1971-72 year and that at all ranks, the average percentage of increase was greater for females. Statistically this may be true if one looks at the limited group where one promotion increment can affect the small group significantly on the average, but it raises another specter at the feast. Since the overall figures show that women average less than men at all ranks with the differential increasing significantly at three, it means that the men and women hired--the non-continuing faculty--were hired at salaries that accounted for the increasing gap in salaries; in other words, the new men received high salaries or the new women made low enough salaries to widen the gap to the point that beginning salaries are more inequitable than in previous years.

TABLE XXI

SALARY INCREASES FOR CONTINUING

FACULTY AT INDIANA STATE UNIVERSITY, 1970-71 AND 1971-72

Male	Number	Average Increase	Per Cent Increase
Professors	127	$943	5.391
Associate Professors	146	763	5.665
Assistant Professors	170	624	5.405
Instructors	63	389	4.147
Total			5.369
Female			
Professors	16	$948	5.718
Associate Professors	25	799	5.954
Assistant Professors	43	613	5.459
Instructors	41	348	5.052
Total			5.5198

Table XXII makes some attempt to compare salary increases over a six-year period (the period since abandonment of the salary schedule) taking into consideration several variables that enter into salary determination, but the Ball State figures are hard to refute and impossible to ignore. The comparisons are often between very few persons in each category, but even so, in ten categories the percent of salary increase was less for women than that for men, but in only 5 categories was the percent more for women. In 7 categories women had a lower level of training.

Interpretation of Table XXII is very difficult since it deals only with averages for the various categories. Similar studies should be made on a departmental basis since it is at that level that most salary determinations are made. However, those making the studies should be given complete and free access to all salary figures to determine if and where inequities exist, so that if the present salary system is to remain in effect, the crucial areas can be identified and carefully watched each year to see that the inequities do not persist.

TABLE XXII

COMPARISONS OF SALARY INCREASES
BY RANK, SEX, AND TRAINING
BETWEEN THE 1965-66 ACADEMIC YEAR
AND THE 1971-72 ACADEMIC YEAR

Academic Category	No.	Salary Increase (Percent)	Level of Training - 1971 (Percent)			
			Ph.D	3 yr.	2 yr.	Masters
Chairmen: Professors						
Male	12	59.6	100			
Female	2	53.6	100			
Professors (1965); no change in training or assignment						
Male	43	57.1	95	2.5	2.5	
Female	5	55.6	100			
Promoted from associate to professor; no additional training						
Male	28	62.1	96.4		3.6	
Female	7	60.0	100			

Promoted from assistant to associate to professor; no additional training						
Male	2	65.9	100			
Female	1	74.7	100			
Associate professors (1965) no change in training						
Male	22	46.0	45	36	9	9
Female	2	39.5	50			50
Promoted from assistant to associate; no additional training						
Male	29	56.8	75.8	13.8	6.9	
Female	6	54.6	66.7		16.7	16.7
Promoted from assistant to associate; additional training						
Male	10	66.7	90	10		
Female	10	66.1	90	10		
Associate professor; increased training						
Male	2	53.3	50	50		
Female	1	56.3		100		
Promoted from instructor to assistant professor to associate professor; increased training						
Male	4	79.8	100			
Female	1	68.1	100			
Assistant professors (1965); no change in training						
Male	24	38.8		41.7	20.8	37.5
Female	11	44.4		18.2	45.5	36.4
Promoted from instructor to assistant professor; no additional training						
Male	10	50.1		10	50	40
Female	6	44.8				100
Promoted from instructor to assistant professor; additional training						
Male	10	70	20	40	40	
Female	6	59		16.7	83.3	

Assistant Professors; increased training					
Male	10	48.4	10.0	70.0	20.0
Female	3	50.5	33.3	33.3	33.3
Instructors (1965); no change in training					
Male	2	38.4		50	50
Female	1	44.6			100
Instructors; additional training					
Male	2	51.7	50	50	
Female	2	50.0			100

Another problem that faced the Commission was a charge by the married faculty that there was a difference made between married and single people on the faculty in terms of salary. When there is no salary schedule, it seems that suspicion grows in direct ratio to the lack of knowledge about the salaries of one's colleagues. The following table shows that on the basis of rank, sex, and marital status on the 1970-71 salary list, married males top the list in every rank while the other four groups change positions in various ranks.

TABLE XXIII

Comparison of Salaries of Faculty in 1970-71
On the Basis of Rank, Sex, and Marital Status

Professors	Number	Average Salary
Married male	110	$17,775
Married female (non-FW)	4	17,300
Single female	8	17,103
Single male	8	17,028
Married female (FW)	1	16,100
Associate Professors		
Married male	146	$14,232
Married female (FW)	5	14,100
Single female	18	13,999
Married female (non-FW)	7	13,864
Single male	12	13,852
Assistant Professors		
Married male	196	$11,609
Single male	21	11,543
Single female	37	11,530
Married female (non-FW)	19	11,130
Married Female (FW)	9	10,905
Instructor		
Married male	92	$9,205
Single male	31	8,906
Married Female (FW)	15	8,823
Married female (non-FW)	47	8,778
Single female	32	8,738

Admittedly, other factors enter into consideration when salary is reckoned, but such studies have value in that they show the women huddled at the lower part of their groupings, monopolizing the lower three spots in the two lower ranks. Surely their experience and training, plus education, cannot always be inferior to those of men. A similar study should be made of the 1971-72 salary schedule to see whether this pattern persists.

In the study of salaries, the Commission discarded the matching used in the Hardaway Report (Appendix I). Not only the great number of men at the upper three ranks, which offered too much choice for an exact match for each woman, but also the implied idea that the worst or most unfortunate of the men were equal to the best of the women in academic contribution made the technique unacceptable to the Commission as a whole. Comparison of women's salaries with those of the men in their departments where salaries are determined seemed a more valid approach.

In summary then, in the treatment of women at Indiana State, women fare best in terms of fringe benefits, leaves, and research grants and much less well in terms of promotions, where they remain in rank longer than men, of salaries, where they rank behind their male colleagues in every rank, on the average, and of short-term appointments, where they out-number the men.

WOMEN'S CONTRIBUTIONS TO THE UNIVERSITY

Having examined the hiring practices employed at Indiana State and then the treatment accorded to women faculty at the University once they arrive here, it remains for this study to examine the considerable and measurable contributions women make to the school. Properly, the contributions or lack of them figure in the kind of treatment women receive at the University, and certainly they always figure in the reasons given for such treatment. The task of the Commission is to examine what some of those contributions are.

Publications

First of all, it has been implied that women publish less than men and thus by implication do less to advance knowledge and spread the fame of Indiana State. Vice President Hardaway's Report (Appendix I, pp. 13-14), basing its conclusions on the contents of the pamphlet entitled "Faculty Publications," showed in Table VIII that "86 percent of the publications reported by the faculty for the past five years were authored by male faculty members, whereas only 14 percent were prepared by women." No attempt was made to evaluate the significance or kind of publication. Again these figures are subject to scrutiny.

In a careful study of the same pamphlet, "ISU Faculty Publications," for 1969-70 and 1970-71, the two most recent years recorded, the Commission found that faculty women in the combined upper two ranks (25 percent of the women compared with 50 percent of the men on the faculty who are in those two ranks) have statistically published more than their male colleagues, both in proportionate number of articles and proportionate number of women publishing. Publication, therefore, does not seem to be a convincing explanation for the difference in salaries and rates of promotion between men and women in the upper ranks.

Teaching Assignments and Work Load (Summer School)

The Handbook lists teaching, service, research activities, preparation and experience as the criteria and requirements for promotion. These are also the criteria by which contributions to the University can be judged. The subcommittee assigned to study department and university assignments and contributions approached the problem of teaching assignments and work loads from several angles. The subcommittee and the entire Commission examined the ten-day report for the spring term of 1971, the final semester report of classes taught by each faculty member. The document includes the number of students per class and time of day when classes were offered. As these materials were studied, the subcommittee noted that several factors seem to enter into the process of determining teaching load, including these:

(a) Number of preparations
(b) Number of students per class
(c) Other responsibilities of faculty members

TABLE XXIV

Faculty Publications in 1969-1970 by Sex and Rank

	Men			Women		
Rank	No.	No. of Publications	Ave. No. of Publications Per Person	No.	No. of Publications	Ave. No. of Publications Per Person
Prof.	120	59	.49	13	4	.30
Asso.	147	90	.61	27	30	1.11
Asst.	192	46	.23	61	6	.10
TOTAL	459	195	.42	101	40	.40

Rank	No.	No. of Men Publishing	% of Men Publishing	No.	No. of Women Publishing	% of Women Publishing
Prof.	120	28	23%	13	4	30%
Asso.	147	42	28%	27	9	33%
Asst.	192	16	8%	61	4	6%
TOTAL	459	86	19%	101	17	17%

Faculty Publications in 1970-1971 by Sex and Rank

Rank	No.	No. of Publications	Ave. No. of Publications Per Person	No.	No. of Publications	Ave. No. of Publications Per Person
Prof.	136	87	.64	16	10	.62
Asso.	158	134	.83	28	29	1.03
Asst.	204	36	.17	64	10	.15
TOTAL	498	257	.52	108	49	.45

Rank	No.	No. of Men Publishing	% of Men Publishing	No.	No. of Women Publishing	% of Women Publishing
Prof.	136	41	30%	16	6	37%
Asso.	158	56	35%	28	9	32%
Asst.	204	25	12%	64	8	12%
TOTAL	498	122	27%	108	23	21%

Since it would be impossible to determine accurately the average teaching load for both men and women from the ten-day report and since extensive studies into teaching load are being conducted by various groups all over campus, the information included herein is the data collected from the survey of faculty (Appendix II, items 17, 18, 19, and 20) and denotes faculty opinions only.

TABLE XXV

Attitudes Regarding Teaching Assignment and Work Load

	Male			Female		
	Yes	No	Does Not Apply	Yes	No	Does Not Apply
Teaching load is heavier than those of the opposite sex of equal rank in department	23 (10%)	125 (54%)	81 (36%)	22 (18%)	70 (60%)	25 (22%)
Teaching load is heavier than those of opposite sex in your school or college	24 (10%)	159 (70%)	45 (20%)	29 (25%)	68 (58%)	20 (27%)
Total assigned work load is heavier than those of opposite sex of equal rank in your department	36 (16%)	120 (53%)	69 (31%)	24 (20%)	73 (62%)	21 (18%)
Total assigned work load is heavier than those of opposite sex of equal rank in your school or college	49 (21%)	143 (57%)	35 (22%)	34 (29%)	67 (57%)	16 (14%)

The opinion of the faculty members responding does not indicate that they feel there is a significant difference in the teaching loads between men and women of their departments. It does appear that some think that there is a difference in the teaching loads among departments within their schools or colleges. A similar opinion was reflected regarding total work load.

A common practice at universities is to make teaching assignments by rank when several faculty members are qualified to teach the same course. Since a high percentage of women hold low ranks, the subcommittee sought the opinion of faculty members regarding their preferences for times to teach. The responses are shown in Table XXVI.

In addition to the regular teaching load during the academic year, other teaching assignments are available. Summer school teaching assignments are made by the Dean of Summer Sessions in cooperation with department chairmen. Through

the Division of Extended Services and in cooperation with department chairmen other assignments are made.

TABLE XXVI

Preferences for Courses and Hours

	Male			Female		
	yes	no	usually	yes	no	usually
Stated course preferences granted	78 (34%)	21 (10%)	123 (55%)	50 (45%)	13 (13%)	46 (42%)
Stated hours granted	47 (22%)	28 (13%)	142 (65%)	36 (34%)	13 (12%)	58 (54%)

No significant differences were indicated between men and women relative to preferences for courses taught and hours to teach these courses.*

* As one respondent indicated succinctly, having a home and children for whom she is totally responsible, "I am willing to accept apparent discrimination for necessary accommodation."

During the academic year 1970-71, 51 persons, 50 men and one woman, were on the payroll for first semester extension teaching and 55 persons, 54 men and one woman, were on the payroll during the second semester. During the first semester of the 1971-72 school year, 57 persons, 55 men and 2 women, were on the extension payroll. Since faculty members who are willing to travel off campus accept these assignments, the lack of women involved may indicate that women have not requested or have refused extension teaching.

The correspondence course staff for 1971-72 provided through Extended Services includes 46 men and 5 women. These assignments are made by department chairmen; therefore, Extended Services could not provide information relative to the percentage of women seeking assignments and those receiving assignments.

Table XXVII denotes the attitudes of men and women faculty members regarding availability of extension classes and summer school teaching to women.

Men and women both seem to think that summer school assignments are available when requested. According to the questionnaire results, they share the same opinions in regard to teaching extension classes.

The matter of summer school teaching was pursued even further. Information provided by the Office of the Dean of Summer Sessions indicates that during the first summer term of 1971, 365 men taught a total of 1,963 hours for an average of 5.38 hours per man. In the same session, 52 women taught a total of 258 hours for an average of 4.96 hours per woman.

Nine departments that have women faculty members did not employ any women during the first summer term. Perhaps no women indicated a desire to teach summer school or perhaps assignments were made on a basis of academic rank and years of experience so that the high percentage of women in the lower ranks would reflect fewer opportunities for summer school teaching.

During the second summer term, 365 men taught a total of 1,497.5 hours for an average of 4.1 hours per man while 52 women taught a total of 222 hours for an average of 4.27 hours per woman. Six departments which have women faculty members did not employ women during the second summer term.

As a part of its investigation it is incumbent upon the Commission to point out that the salary schedule for summer school is related to number of hours taught. Since the average number of hours taught by men in the first summer term (5.38) was over 5, a large number of men had maximum assignments calling for the maximum pay for summer, 15% of the annual salary. The 4.96 average for women indicates that some were likely to have pay of 14% or less. During the second summer session when women averaged 4.27 hours per person and men 4.1, women seem to have had a slight advantage although it is important to bear in mind that their hours were likely to be teaching hours, not administrative ones. This fact might balance out the women's seeming advantage in the second summer session.

TABLE XXVII

Other Teaching Assignments

	Men			Women		
	yes	no	doesn't apply	yes	no	doesn't apply
Are summer school teaching assignments as available to women as men?	129 (58%)	12 (5%)	83 (37%)	66 (55%)	23 (19%)	30 (26%)
Are extension classes as available to women as men?	96 (44%)	11 (5%)	111 (51%)	39 (35%)	13 (12%)	61 (53%)

Thus far we have dealt with those women who actually taught in summer, but the problem of obtaining summer school assignments was also of interest. The following data were obtained by the subcommittee on salary equity as part of its study:

TABLE XXVIII

Data Pertaining to Faculty Not Teaching Summer, 1971

	Male	Female
Regular full-time faculty	508	118
Regular Lab-School faculty	20	34
Total	528	152
No summer assignment	53	52

To determine the reason for the large percentage of women not teaching during the summer, 1971, the subcommittee circulated the following questionnaire to all those who did not teach:

Were you offered the opportunity to teach in the summer of 1971?

Yes_____ No_____

If yes, please indicate why you chose not to teach.
If no, please respond to:

Would you have accepted the opportunity if it were offered?

Yes_____ No_____

If no, please indicate your reason.

The tabulated results of the questionnaire may be found in Appendix VII.

Even though the fact that most women on the faculty are in the lower ranks militates against their receiving first choice of assignment in many departments, the overall situation is one that needs continuing attention by the deans to see that decisions are not made on the basis of sex rather than on experience, training, and ability.

Women on Committees

Since the Faculty Senate, the Standing Committees of the Faculty Senate, and the University Committees are the first echelons for conducting matters pertaining to Faculty business and for dealing with various administrative policies, procedures and problems relating to varied activities, programs, and services of the University,

involvement of faculty women on these committees is an important issue.

The 40 members of the Senate are divided among the various schools and colleges on the basis of numbers of faculty in each. Each school and college elects its own Senate members by secret ballot. The membership of each new Senate elects the Executive Committee, made up of three officers of the Senate plus six additional members, and a Parliamentarian. In 1970-71, 8 of the 40 members of the Senate were women, and one woman served on the Executive Committee. In 1971-72, 10 of the 40 members of the Senate were women, and two women served on the Executive Committee. The elected Senate for 1972-73 has 11 women among the 40 members, and two women have been tentatively selected for the Executive Committee subject to the approval of the Senate in the fall of 1972, one of the women to serve as Vice Chairman of the Senate. Although two other women have served as Vice Chairmen of faculty government during the past 10 years, no woman has served as chairman of the governing body of the faculty.

Faculty members indicate a preference for their committee assignments each year through a survey conducted by the Executive Committee of the Faculty Senate. The Committee on Committees of the Faculty Senate appoints from those submitting requests the members of the Standing Committees of the Senate and nominates names to the President for his incorporation of those he wishes into the membership of the University Committees which are appointed by the administration.

In 1970, of the 72 faculty members appointed to Standing Committees of the Senate, 13, or 18%,were women. In 1971, 12, or 16.7%, of the regular members were women. Although the figures are not available for the number of women who applied for membership on faculty committees in 1970, in 1971, of the 207 faculty members who applied for membership on committees, 40 were women. The 12 appointed to Standing Committees thus represent 30% of those who requested committee membership. The 60 men appointed to Standing Committees were chosen from the 167 men who requested assignment, thus constituting 36.5%. Taking into account the number of variables governing the selections, such as balancing committees between schools, including three Senate members on each committee, keeping some holdovers to assure continuity of action on the committees, to say nothing of considering the abilities of the applicants, the percentages are not far off.

Membership on University Committees is more difficult to judge, but the percentages of membership there seem to reflect the same patterns as those of the Standing Committees, at least through 1970 (Appendix I, p. 8). On the surface, it would seem that since approximately 170 members of the University Committees included about 18% women, compare with 1970-71 when 43 women (18%) and 199 men (82%) were appointed to University and Faculty committees, including administrators, one comes to the following conclusion if he lumps all the requests together: 75% of the men requesting an all-university committee assignment received an assignment during the academic year of 1971-72 while 58% of the women who requested an assignment received one. Such a conclusion would be misleading, however, for the Committee on Committees is authorized to nominate a total of 46 members for only 10 of the 16 University Committees: Admissions and Academic Standards, Athletic, Greek Affairs, Human Relations, Parking and Traffic, Registration, Scholarship, Social Affairs, Student Housing, and Student Organizations. It is <u>not</u> authorized to nominate faculty members to the following committees: Computer Advisory Committee, Library, Student Publications, Sycamore Showcase, All-University Court of Appeals, and the Convocations

Committee. Three of those committees over which the Committee on Committees has no nominating powers had no women in 1971-72 (Computer Advisory Committee, Library Committee, and Student Publications), nor did two other University Committees (Athletic Committee and Parking and Traffic). Only one appointed Standing Committee of the Senate had no women in 1971-72 (Economic Benefits Committee). One conclusion that may be drawn from this is that the Faculty-appointed committees have better overall representation by women than those appointed by the Administration.

For the first time, the work sheets of the Committee on Committees have been made available to the Commission for the 1972-73 school year so that some conclusions may be drawn concerning which people requested what assignments so that after all committees are named in September, it will be possible to draw further conclusions about how many women applied, for what committees they applied, and whether or not they received the assignments requested so that comparisons can be drawn between the roles actively sought and obtained in Faculty Government by both men and women. According to the tentative assignments made to Standing Committees for 1972-73, 14 women of 46 requesting assignments have been appointed by the Committee on Committees compared with 58 of 149 men. It will be of interest to see how this compares with the University Committee assignments when they are made.

During the past year no women were elected chairmen at the organizational meetings of the Standing Committees, and only one on university committees, the Social Affairs Committees. A continuing study of the role of women on committees that function on a university-wide level should be made.

One woman made the following observation of the role women often seem to have to play:

> Since coming to Indiana State University in June 1960, I have asked to be on committees each year. I have served (and for two years only) on one all-campus committee--Faculty Affairs. Apparently one talent has been recognized--that of hostess. For I have either chaired or been responsible for refreshments and decorations for six faculty retirement teas and one Presidential retirement dinner in these eleven year.

It is not surprising to find that no faculty member named the Social Affairs Committee his or her fist choice in 1972. Such duty is onerous and often without recognition or lasting appreciation.

In summary, one can only say that women are included in the committee structure but in general not in power positions, although impact on committees is as difficult to gauge as efficiency and strength in any human relationships. We can say that women have a wider membership on faculty-appointed committees than they do on administration-appointed ones. Other than that, we can only say that although how much they actually contribute is impossible to measure, they are there and thus they have voice if not the power of chairing committees. Too frequently they serve as secretaries to the committees perhaps, but even there they have impact as being the means by which committee action is permanently recorded.

Administrative Responsibilities

In determining administrative responsibilities of faculty women, the following leadership roles were examined: all those administrators holding academic rank. Although 23% of the total faculty are women, no woman holds a position higher than

dean. Although department chairmen at Indiana State are regarded as faculty rather than as administrators, they have also been included since they serve as the links between the faculty and administration and thus hold positions of some power on the campus. Table XXIX shows the distribution of women through the administration:

TABLE XXIX

Number and Percentage of Male and Female Administrators

	Male		Female		Total
	number	percent	number	percent	Total
President	1	100	0	0	1
Assistant to President	1	100	0	0	1
Vice Presidents	5	100	0	0	5
Assistant Vice Presidents	4	100	0	0	4
Associate to Vice President	2	100	0	0	2
Deans	9	82	2	18	11
Assistant and Associate Deans	8	89	1	11	9
Center Directors	19	100	0	0	19
Department Chairmen	41	95.4	2	4.6	43

Although some administrative posts held by men have been overlooked if the Peterson AAUP report is correct in listing a total of 73 faculty-administrative positions on both campuses of Indiana State, compared with 54 at Ball State, the above demonstrates most eloquently the paucity of women in positions of joint faculty-administrative responsibility.

Table XXX discloses the attitudes of faculty regarding opportunities for administrative positions for women as determined from questions 28 and 29 on the faculty survey.

TABLE XXX

Attitudes Regarding Administrative Responsibilities

	Male			Female		
	yes	no	does not apply	yes	no	does not apply
Assuming they are sought, are administrative responsibilities as readily available to women as men in your department	117 (52%)	21 (9%)	85 (39%)	47 (40%)	33 (28%)	38 (32%)
in your school or college	108 (51%)	55 (26%)	48 (23%)	18 (17%)	72 (66%)	19 (17%)

It is the opinion of both men and women respondents that administrative responsibility at the college level seems to be significantly less available to women than at the department level. Only 9% of the men felt that these assignments were not available at the department level while 26% felt that they were not available at the college level. Twenty-seven percent (27%) of the women felt that these assignments were not available at the department level; however, the percentage increased to 66% who felt that administrative responsibilities were not available at the college level. We do not know how many would have felt that administrative responsibilities were available on the university level in the small number that they actually are.

During the past year two women have left faculty-administrative posts at Indiana State University, leaving women with fewer administrative positions than they have had in several years:

Dean of the School of Nursing
Dean of Summer Sessions and Academic Services
Assistant Dean, School of Graduate Studies
Assistant to the Director, Academic Enrichment
and Learning Skills Center

One of the positions, Director of the Academic Enrichment and Learning Skills Center, has been left vacant and a man designated as the Acting Director until the position is filled. The woman who was Assistant to the Director was passed over and is now apparently Assistant to the Acting Director.

An Assistant Vice President of Academic Affairs was hired during the year. According to the records, 21 individuals applied for the position, two of them women. A man was hired from outside the University to fill the position.

An Assistant Dean of the School of HPER was sought. Although one woman applied, a man was hired, one from within the school.

A Director of Extended Services is currently being sought. At last report 53 applicants, including two women are under consideration.

Last January, 132 people had applied for the position of Dean of the College of Arts and Sciences. Among the 63 people who were nominated and consequently invited by the Committee to apply was one woman. She declined to apply although one woman applicant was among those who requested to be considered for the position. A man from outside the University was hired.

One striking fact is that few women apply for administrative posts at Indiana State. During a two-year search for a chairman for the English Department, no women asked, or agreed, to stand as candidates for the position. Several reasons could account for this situation. Some women have no taste for administration; some women have that taste for it but no chance to try out their administrative abilities; experience teaches that women seldom have a real hope of success in their candidacies; and even the rare chance to serve as an assistant seldom leads to a chance for appointment to the higher posts should they become vacant. There is great reluctance to appoint a woman to a position where she will supervise men, a cultural attitude that is most pervasive. The record of women in administrative

positions at Indiana State is good in performance and bad in chances to achieve those positions. It is no surprise to find that the two department chairmen among 43 acting and permanent chairmen chair the departments of Home Economics and Women's Physical Education.

Since not even full professorships are offered to women from outside the school, it is even less likely that important administrative posts would be offered to women from outside the school if there are men in competition for the positions. Add to that the fact that women within the university have not been trained up through administrative posts including departmental chairmanships to aspire to administration, and the picture which emerges is grim for women. Surely a serious study should be undertaken to define the role and philosophy of women in administration at Indiana State, a study that is outside the specific charge given to this Commission.

Recognition of Women Faculty on the Local, State, and National Levels

Although the Commission did not attempt to make an exhaustive study of the honors and offices faculty women have attained, even a superficial look refutes any accusation that they are not civic-minded and professionally adept. At least 20 women are members of Delta Kappa Gamma, a national invitational society of master women teachers. Six women have been awarded Caleb Mills Awards at Indiana State, the 30% exceeding the percentage of women on the faculty. A faculty woman has served as president of the University Club, and women have held nearly all the offices in the local chapter of AAUP from president on down within the past five years. Faculty women serve on all the Boards of the United Fund Agencies, and AAUW depends on Indiana State for much of its membership. Women have pursued post-doctoral work and many have studied at prestigious foreign universities. Community service, ranging from Big Brother-Big Sister support, Muscular Dystrophy drives, Women's Symphony Society, cancer fund drives, heart fund drives, and fund drives for Day Care Centers to Community Theater are a natural part of the lives of faculty women. A faculty woman managed the Olympics for Handicapped Children in Terre Haute during recent years, and the role of Indiana State in women's gymnastics and Olympics tryouts is most impressive. Who's Who of American Women always carries entries for some Indiana State women. A faculty woman was designated a Distinguished Alumna of Ball State; another attended the White House Conference on Aging. Consumer's Union work, national office in the Music Educators National Conference, church work, membership on the Executive Council of the Indiana University Alumni Board, an internationally respected book on the harp, chairmanship of the Academic Program Development and Utilization for the state telecommunication network, vice president of the State University Telecommunications Coordinating Council, numerous publications ranging from a bibliography of children's literature to a history of the theater in Charleston, South Carolina, membership in Phi Beta Kappa and Phi Kappa Phi, Fulbright Scholars and Fellows, recipients of AAUW fellowships, and service on countless departmental committees, college committees, and university committees are but some of the indications of the activity of faculty women.

A list of memberships in professional organizations would fill pages of this report, and a report on the travel and outside interests of faculty women would surely impress those who are inclined to be critical of women as serious professionals on the academic scene. The many contributions of faculty women to Indiana State are beyond question and deserving of pride and recognition from the institution.

FACULTY WOMEN MARRIED TO EMPLOYEES OF THE UNIVERSITY

Nearly one-fifth of the women on the Indiana State University faculty are wives of men also employed by the University. Although the long-standing rule on nepotism ruling out the employment of husbands and wives in the same academic unit except in the direct line of authority has been rescinded and will be removed from the Handbook, these women face special problems that the Commission sought to define. The subcommittee assigned this task submitted the following report:

> During the 1970-71 school year there were 35 husband and wife pairs employed by the University. This number was reduced to 31 pairs during the 1971-72 academic year. Since each person is employed as an individual to make a contribution in a specific area, it had been indicated to the Commission that this was not always the basis on which decisions regarding salary increases, promotions and tenure were made. Therefore, each husband and wife was asked to respond to the following statement:
>
> > Since both you and your spouse are employed by the University, do you feel that this has been detrimental to either you or your spouse in any way? If the answer is yes, please indicate areas of concern.
>
> Replies were received from 43 of the 62 people in this classification. Of these, 25 (12 women, 13 men) indicated that they did not feel it had been detrimental for either themselves or their spouses.
>
> Eighteen respondents (10 women, 8 men) state incidents in which they felt at least one person of the couple had experienced discrimination; nine people (4 men, 5 women) indicated lower than average increases in salaries. Other complaints concerned summer school teaching, tenure, promotions, re-hiring of one-year appointees, number of course preparations, and number of teaching hours.

The Commission report has already dealt with the comparisons of salaries between Faculty Wives and other groupings in the University and found that they frequently are lower than the average, for whatever reason. The problem of summer school, which one wife indicated had been denied her because one salary to a family was considered enough by her department chairman, although discussed, did not focus directly on this particular group of women. In matters of promotions, it is interesting to note that in the three cases in which the wife outranks the husband, problems peculiar to their situations have developed. In one case, both man and wife were hired at the same time, and although the wife was given a higher rank because of experience and date of her degree, both were given the same salaries. In another case, rank was established before marriage; and in the third, a more advanced degree held by a wife was the determining factor. Whether there has been an attempt on the part of hiring officials to maintain what they consider to be a "proper" order would be difficult to prove.

Some wives deplored a tendency of administrators to feel that family and home responsibilities were inevitably deterrents to scholarship and professionalism. Some commented that as part of a "package deal" they were subject to lower raises and slower promotions than their more mobile colleagues.

In terms of tenure, it is of interest that approximately half of the wives are tenured, several at the Laboratory School. Surely this is counterbalanced by the number of wives, however, who hold one-year appointments.

Such concerns warrant attention on the part of the administration, if only for the sake of morale and certainly to see whether or not such feelings and fears have basis in fact.

CONCLUSION

For all the statistics contained in the preceding study, some things were not revealed that need comment. For example, there are two black women on the teaching staff although the student body contains many black women. Nothing has been said about the relative number of men and women granted graduate assistantships, and much more needs to be done to understand the special problems of those people who hold part-time and one-year appointments. Enough, however, has been shown about the status of faculty women to indicate that there is evidence of some sex discrimination.

The fact that, in terms of percentages, Indiana State is comparable to the national averages is no reason for complacency. Much needs to be done in terms of salary equalization, in terms of hiring, in speeding up promotions, in encouraging women to seek faculty-administrative positions, and in providing redress for women when they are victimized because of their sex. Women should be given equal professional opportunities with men, being judged on their performace and abilities, not on their sex. Avowed good intentions on the part of administrators are not enough; as this study has shown the actions belie the intent if the record is correct.

As part of its attempt to examine the status of faculty women at Indiana State University, the Commission found recurrent comparisons with conditions at Ball State University. By almost every measurable standard the women at Ball State seemed to be in stronger, more advantageous positions: numbers of women in each rank, average salaries of women in each rank, and numbers of women in faculty-administrative positions (7 women comprise 13% of Ball State's total faculty-administrative positions compared with the 4 women who fill 5.5% of the total faculty-administrative positions at Indiana State). It was not part of the charge to this Commission to isolate and analyze the reasons for these particular discrepancies, but this study has provided a picture of the status of faculty women at Indiana State that may allow some of the possible reasons to be deduced.

An examination of the hiring practices at Indiana State, as revealed through faculty attitudes and the statements of department chairmen, indicated no determined efforts being made to recruit capable, highly trained women, even though a comparison of the percentages of women in the various departments with the availability of qualified women as reflected in national statistics for degrees conferred during the past twelve years shows that such women are being trained. The departments of art, philosophy, history, chemistry, physics, and psychology have no women at all, and several others have only a minimal number, even though women are available. These facts coupled with women's almost non-existent chances for being hired in at the highest ranks at Indiana State offer little encouragement for the present picture's changing without the administration's active intercession.

Once employed, women at Indiana State face other problems. The Commission explored on both the faculty and administrative levels, the attitudes toward evaluation of "service" credit, the ease or difficulty of attaining tenure, the allegations that women remain in rank longer than men, finding them to be borne out by the statistics, and the promotion statistics which showed that in the upper two ranks the percentage of successful applicants for promotion was higher for men than for women. The Commission only touched on the difficulties encountered by the many

women who served on one-year appointments. A close examination of the availability of university research grants, leaves, and fringe benefits to women showed no evidence of discriminatory practices, but in terms of salaries, women have fallen behind men, whether because of abandonment of the salary schedule or for other reasons that the Commission sought to discover, examining every rank in every department where men and women held equal positions. In the 26 comparisons where men held higher salaries, the average difference was $840; in the 17 comparisons where women received higher salaries, in 1970-71 the average difference was $400. Salary inequities, quite possibly attributable to sex discrimination, are borne out in the study. The Commission also explored the possibility that marital state as well as sex might make a difference in salaries and found that in every rank the married male leads the salary parade.

To weigh the contributions to the University made by women faculty, the Commission examined the publication records of both men and women for the past two years, checked the availability and amount of summer school teaching for women, weighed the attitudes of the faculty toward teaching assignments, discussed the role of women in faculty government and in the committee structure of the University, pointed out the paucity of female participation in the administrative hierarchy of the school, and made a cursory examination of the professional recognition of all kinds won by faculty women.

Faculty women married to employees of the University face problems peculiar to them, and so the Commission attempted by means of a questionnaire to identify the chief sources of difficulty for this special group.

During the course of the whole study, one salient fact kept intruding: during the 16 months from the time of the establishment of the Commission to July, 1972, faculty women have lost ground on every front. They are fewer in number; the salary differentials between men and women have grown larger in every rank but one (the decrease of deficit there was only 20%); the number of women holding faculty-administrative positions decreased from six to four, or 33%; the percentage of promotions for women decreased even though two women sat on the nine-member all-university promotions committee; and women even lost the Faculty Women's Lounge in the Union Building, being neither consulted about nor notified of the decision. All of these things happened during a year when emphasis was presumably being placed on improving the status of faculty women, or at least such was the promise contained in the President's State of the University address in May, 1971. In a time when the economic situation is worsening and enrollments are dropping, faculty women at Indiana State University are likely to be even greater losers unless the central authority of the administration and the affirmative action groups on campus exercise great care to alter matters and bring the University into compliance with the guidelines established by HEW.

As with other instances in the operation of the University, the matter of the Faculty Women's Lounge was settled when it was called to the personal attention of President Rankin, but matters of general sex discrimination on campus should not and cannot have to rely on the unflagging good will of one person and be resolved as individual instances. Departmental chairmen should serve as the first line of conscientious opposition to any kind of discrimination within their departments, and they should be able to find aversion to discrimination and support for their battles against it at every level between them and the President of the

University. Constant vigilance, genuine concern, open-mindedness, objectivity, and fairness are necessary on the part of everyone if the University is to operate in good faith and without prejudice. Women's concern with equal rights is not a fad and will not subside or "go-away" if given enough time. The battle between the sexes will give way only before the mutual battle for excellence. Women ask for deeds, not words.